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ABSTRACT

Presented is the final report of a Title VI project that was set up in New Jersey to plan statewide day school facilities which would provide sequential educational programs from nursery through grade 12 for severely handicapped children in four categories: deaf, deaf blind, severely emotionally disturbed, and multiply handicapped. It is explained that six regional committees composed of interested citizens were charged with tasks such as identifying the children to be served, determining their educational needs, and offering recommendations concerning physical plant needs and site specifications; and that final reports of six regional planning units were correlated by a coordinating council for presentation to the State Board of Education. A major portion of the document consists of detailed information on such project aspects as the proceedings of numerous regional and coordinating council meetings and recommended educational specifications for each of the six regions, including facility and land site checklists, data on incidence of handicapped children, and tables giving program statistics. Appendixes include results of a parent-educator survey about educational goals and consultant reports on the needs of deaf, emotionally or socially disturbed, and multiply handicapped children. (LH)

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SERCH

FINAL REPORT

EC073332

SERCH

PROJECT SERCH
SEEKING
EDUCATIONAL RESOURCES
FOR
CHILDREN WITH HANDICAPS

Need

The providing of educational services to children with severe handicaps is a major thrust in education today. The incidence rate for these children is so low that many school districts find it impractical to provide programs or facilities. Multi-district and/ or multi-county planning has been difficult. Sequential educational programs (nursery through 12) for the severely handicapped, to be served by Project SERCH, is virtually non-existent. Specialized ancillary services are oftentimes impractical or not available. The availability of regional facilities to provide proper programming for these children is of paramount importance.

Legislative Action

During the 1972 session of the State legislature, a law was enacted to provide 25 million dollars for the development of facilities for the severely handicapped. The included a provision which stated that the act of the legislature be submitted for voter approval. The voters of New Jersey sanctioned the legislative act. Following the spirit of the law, regions were set up. Residents of these regions were entrusted with the task of planning regional facilities for the severely handicapped.

Who is to be Served by the Regional Facilities?

1. Deaf students in need of a specialized facility and who cannot be adequatel served in their local school district.
2. Deaf-blind students in need of specialized programs or who are presently serve on an itinerant basis.
3. Multiply handicapped students in need of specialized facilities who are serve inappropriately.
4. Severely emotionally handicapped students in need of specialized facilities an programs who are served via home instruction, or in mental hospitals, or inap propriately.

All the proposed students to be served are severely handicapped and represent les than 1% of the handicapped school age population.

Mission

To plan and make recomendations for the establishment of day school physical facilities, statewide, which will provide thorough and efficient sequential educational programs for low incidence, severely handicapped children as defined in the following categories:

deaf
severely emotionally disturbed
deaf/blind
multiply handicapped

Goals

The educational needs of the low incidence severely handicapped will be identified.

Children to be served by the regional facilities will be identified.

The physical plant needs of the severely handicapped will be identified.

Facility and site specifications will be determined.

Potential land sites and existing facilities will be determined.

The regional recommended sites and/or facilities to meet programmatic needs of the severely handicapped will be accepted by the State Board of Education.

Based on Project SERCH, facilities will be acquired.

Organization

The state has been divided into six regions. The organization of the Project SERCH is as follows:

Six **Regional Committees,** throughout the state, are composed of individuals who express an interest in the project. The Committee constitutes an input, information and feedback group to which the Regional Planning Unit shall seek recommendations, input, and information on which to base their decisions.

The **Regional Planning Unit** is composed of a limited number of members of the Regional Committee, representing their various constituents. This unit is responsible for gathering data, planning, self-evaluation and decision making in regard to the planning of facilities. The Planning Unit's major task is to compile a final report containing recommendations on site locations, programs needed, types of facilities needed to serve the designated handicapped children. These recommendations are compiled into a final report following the structural guidelines set by the Coordinating Council.

The **Coordinating Council** is composed of three (3) representatives from each of the Regional Planning Units. This committee is to formulate a standardized format of procedures to be followed by the Regional Planning Units in reporting their recommendations. The Coordinating Council also coordinates the efforts of the Regional Planning Units so as to avoid duplication of effort, to provide a uniform reporting procedure, and to bring continuity to the progress of the Regional Planning Units. The Coordinating Council correlates the final reports of the six Regional Planning Units to be presented to the State Board of Education.

Project SERCH is managed by
The Educational Improvement Center S.J.

For more information Contact:
Project Coordinator Charles Murray
Educational Improvement Center
P.O. Box 426
Pitman, N.J. 08071
609–589-3410

ED108451

PROJECT SERCH

Seeking
Educational
Resources for
Children with
Handicaps

STATE-WIDE REPORT
JANUARY, 1975

Project SERCH

Arranged by

Educational Improvement Center
Pitman, New Jersey 08071

The report presented herein was prepared pursuant to Grants from the New Jersey State Department of Education and the United States Office of Education under provisions of the Elementary and Secondary Education Act of 1965, Title VI,b. However, the opinions expressed herein do not necessarily reflect the position or policy of the New Jersey Department of Education the United States Office of Education, and the Educational Improvement Center - South Jersey Region.

ACKNOWLEDGMENTS

I would like to gratefully acknowledge the participation, cooperation and hours of work contributed by the members of the Planning Units of each region. In addition, a special note of thanks to the members of the Coordinating Council for their efforts in bringing about this report. Special thanks are given to the project assistants within each region for their efforts. Many thanks are also extended to the staff of the Educational Improvement Center and the Bureau of Special Education and Pupil Personnel of the State Department of Education for their assistance.

Charles J. Murray
Coordinator: Facility Planning
for Special Education

Larry N. Cardonick
Asst. Coordinator: Project SERCH

Educational Improvement Center-SJ

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OVERVIEW

OVERVIEW

Citizen advisory committees or task forces are nothing new to education. In colonial times education in the New England States was governed by citizen committees. As American society became more complex and the population of communities increased, a need arose for a formal education governing committee, and the school board was developed.

In order to gain community input into local education, citizen advisory committees were established. The tasks of advisory committees reflect virtually every aspect of school district operation. Committees deal with concerns ranging from transportation of students to educational philosophy.

As State boards of education developed, they too saw the need for citizen advisory committees. Often committees or task forces are developed on a state or regional level in order to attack a specific problem or task on a broad level. State-wide tasks might range from the development of state-wide educational goals to community relations.

Project SERCH is a modification of state-wide and regional task forces. The Project has set up six regional committees whose task was to recommend facilities for deaf, deaf-blind, severely emotionally disturbed and multiply handicapped school-age children within their region. Three representatives of each regional committee form the Coordinating Council. The task of the Council was to coordinate the efforts of the six regional committees and to examine regional recommendations in regard to facilities in order to assure state-wide cohesiveness in the planning of facilities.

Project SERCH is quite different in its scope as compared to most citizen advisory committees or task forces. The participants of Project SERCH are not simply giving input into planning facilities, as is usually the case. They are doing the actual planning of these facilities, with no administrative organization overseeing their activities.

A search of literature was made to determine if any similar projects have been attempted across the country. To our knowledge, no state or local educational agency has ever given a task force the freedom and control over the activities to be conducted, which has been given Project SERCH.

Project SERCH is truly an innovative use of citizen committees by education.

Project SERCH

Seeking Educational Resources for Children with Handicaps

Need

The providing of educational services to children with severe handicaps is a major thrust in education today. The incidence rate for these children is so low that many school districts find it impractical to provide programs or facilities. Multi-district and/or multi-county planning has been difficult. Sequential educational programs (nursery through 12) for the severely handicapped, to be served by Project SERCH, is virtually non-existent. Specialized ancillary services are oftentimes impractical or not available. The availability of regional facilities to provide proper programming for these children is of paramount importance.

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During the 1972 session of the State legislature, a law was enacted to provide 25 million dollars for the development of facilities for the severely handicapped. The law included a provision which stated that the act of the legislature be submitted for voter approval. The voters of New Jersey sanctioned the legislative act. Following the spirit of the law, regions were set up. Residents of these regions were entrusted with the task of planning regional facilities for the severely handicapped.

Who is to be Served by the Regional Facilities?

1. Deaf students in need of a specialized facility and who cannot be adequately served in their local school district.
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Six Regional Committees, throughout the state, are composed of individuals who express an interest in the project. The Committee constitutes an input, information and feedback group to which the Regional Planning Unit shall seek recommendations, input, and information on which to base their decisions.

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Based on the above Mission, Goals, and Organization, this report has been developed.

Project SERCH

Report

ABSTRACT

In an attempt to reach as many persons as possible for inclusion in the planning of facilities for the severely handicapped, a massive dissemination process was initiated. Press releases have and will continue to be issued to news media covering developments in the project as they occur. A newspaper advertisement appeared in six major newspapers whose circulation covers the entire state. Radio spot announcements calling for support and giving the same information as the newspaper ad were run an average of ten times on nine radio stations which cover the entire state.

Letters of invitation to serve on the regional committees were sent to all registered private schools, county superintendents, school district superintendents, child study teams (state and county), all parent and community agencies where mailing addresses were found, all professional organizations (i.e., school boards association, education administrative organizations, NJEA, etc.) and county boards of freeholders.

Initial meetings were held at various locations throughout the state. An average of 40 persons per meeting was realized. Each participant received a facts sheet and process sheet.

The process involves three basic groups. The first group is the Region Committee. This committee consists of any individual who has an interest in the project. The Regional Committee is informed of progress in planning facilities, reacts to planning recommendations and provides input into decisions made.

The second group is the Regional Planning Unit. The Regional Planning Unit consists of members of the Regional Committee who feel that they can offer the time and energy to do those tasks needed in order that recommendations can be made. This group has the job of data analysis, need determination, etc. The Regional Planning Unit reports its progress to the Regional Committee for reaction and input.

The third group is the Coordinating Council. This group has no inate power. It is assembled to develop guidelines, avoid duplication of effort by Regional Planning Units, to be a clearing house for information gathered, etc. The Coordinating Council is comprised of three members from each of the Planning Units. Membership is not permanent and may change as the tasks of the Coordinating Council change.

Each Regional Committee meeting took on a different personality. Each meeting also met its basic objectives. In all six regions, a Planning Unit was developed and selection of Coordinating Council members and alternates was achieved. Questions directed toward S-180 (the law) and S-180 (the project) were presented by participants at each regional meeting. Responses were given by the EIC staff or left as open ended questions for later determination.

Membership on the Planning Units was fairly representative of the community-at-large. An average of 38 persons on each Planning Unit was realized.

The Coordinating Council met in mid summer 1974 in order to determine the mission of Project SERCH and the general goals and objectives of all Planning Units. In addition, the Coordinating Council developed a PERT Chart in order that continuous monitoring of the project and the progress of the individual Planning Units might be conducted.

The Coordinating Council also established three committees to develop:

Standard definitions of the children to be served

A process whereby Regional Planning Units might make decisions

Standard formats for the reporting of Regional data

Upon completion of the tasks of the Coordinating Council and its committees, a second Regional meeting of all members of the Regional Committee was called in late August and early September 1974.

At the second Regional meeting, materials developed by the Coordinating Council were discussed and three "Working Groups" were developed to meet the objectives established by the Coordinating Council. These working groups were:

Identification of children to be served

Educational Goals and Needs of the children to be served

Physical Plant Needs of Children to be served

These Identification Working Groups identified the number, the location, ages and handicapping conditions of children to be served by Project SERCH facilities.

The Educational Goals and Needs Working Group conducted a parent-educator survey of Goals and Needs of the children to be served by Project SERCH facilities.

The Physical Plant Working Group made visitations to exemplary programs and facilities designed for the types of children to be served. In addition, they identified a variety of possible sites for consideration by the Planning Unit for purchase and/or construction. The Physical Plant Working Group also examined unique features of facilities housing the low incidence handicapped child for possible inclusion in Project SERCH facilities.

Having met the three objectives (Identification, Educational Goals, and Physical Plant Needs), a third meeting of the Regional Planning Units was held in early December 1974. The purpose of this meeting was to:

> Present to the entire Planning Units the findings of the three Working Groups
>
> Determine Educational Specifications following guides provided, based on information obtained from the Bureau of School Plant Planning and Constructing
>
> Make specific regional recommendations in regard to facilities within the region.

The Coordinating Council met in early January 1975 in order to exchange regional information in regards to the recommendations obtained in each of the six regions. In addition, the Coordinating Council examined the regional recommendations on a statewide basis in order to assure statewide continuity in planning, and to assure statewide service to the severely handicapped children to be served by Project SERCH facilities. The Coordinating Council also made statewide recommendations regarding the facilities and the delivery of services.

THIRD REGIONAL MEETINGS

In an attempt to reach as many persons as possible for inclusion in the planning of facilities for the severely handicapped, a massive dissemination process was initiated. Press releases were issued to news media covering developments in the project as they occur. A newspaper advertisement appeared in six major newspapers whose circulation covers the entire state. Radio spot announcements calling for support and giving the same information as the newspaper ad were run an average of ten times on nine radio stations which cover the entire state.

The attached newspaper advertisement appeared in the following papers on the dates indicated:

Atlantic City Press - May 8, May 10, Sunday Magazine Section - May 12

Courier Post - May 8, May 10, Saturday Magazine Section - May 11

Courier Daily - May 8, May 10, Saturday Magazine Section - May 11

Trenton Times - May 8, May 10, Sunday Magazine Section - May 12

Newark Star Ledger - May 8, May 10 and Sunday Magazine Section - May 12

New York Times - May 5 and May 12 - in New Jersey Education Section

A radio public service announcement, developed by EIC, calling for support and giving the same information as the newspaper ad was run an average of 10 times on the following stations:

KYW - Phila.
WCAU - Phila.
WIP - Phila.
WDVR - Phila.
WTMR - Camden
WFIL - Phila.
WABC - N.Y.
WCBS - N.Y.
WNBC - N.Y.

Press Releases - Press releases have and will continue to be issued to news media covering developments in the project as they occur.

Japan may dominate the 21st century. Such a prediction

North American Indians show what probably is the supernova

ADD YOUR "TWO CENTS" TO A $25 MILLION PROJECT

Last November voters in New Jersey approved a $25 million bond issue for the construction of state-operated regional day schools to serve the state's severely handicapped children.

To get this massive effort in hope under way the N.J. State Dept. of Education would like to invite all concerned New Jersey residents to participate in the planning of the schools and the learning programs they will offer.

Parents, educators, state officials, agencies concerned with handicapped children, and citizens at large are all welcome to join the regional planning Committees now being established.

To become involved phone project representatives at

EDUCATIONAL IMPROVEMENT CENTER
609-589-3410

MILLBURN AVE. SCHOOL
201-376-2188

OFFICIAL

RADIO RELEASE

THE EDUCATIONAL IMPROVEMENT CENTER
BOX 426
PITMAN, N.J.
PHONE; 609-589-3410

FOR RELEASE____________________________

SUBJECT________________________________

TIME___________________________________

ANNOUNCER: There is a twenty-five million dollar project beginning in the State of New Jersey. The project, if successful, could provide some very special schools to meet the very special learning needs of the states severely handicapped children. There is a problem though and the problem is that no one can make this project a success; not state officials, not educators, not parents, doctors or citizens at large. No, no one of these groups could pull it off alone but together, together they could have this twenty-five million dollar investment in hope paying dividends in no time at all. If you are a New Jersey resident interested in contributing your time to this needed effort, contact the Educational Improvement Center in Pitman, New Jersey. Just phone area code 609-589-3410 and remember, none of us is stronger than all of us.

PRESS RELEASE FROM

EDUCATIONAL IMPROVEMENT CENTER
SOUTH JERSEY REGION

FOR RELEASE - AT WILL

For further information call Ron Zucca at 609-589-3410

New Jersey residents will get a chance to add their "two cents" to a multi-million dollar project next month.

The unprecedented opportunity stems from last November's voter approval of a $25 million bond issue aimed at creating regional schools for severely handicapped children.

According to N.J. State Department of Education spokesmen, the project's planning phase will be open to citizens at large, as well as members of agencies concerned with handicapped youngsters.

During the planning phase,guidelines will be set to determine the educational needs of handicapped children, the physical make-up of the proposed schools, location of the schools, and the learning programs they will offer.

In order to gain a spot on the regional planning committees slated to convene in June, interested persons are being urged to contact project headquarters at the Educational Improvement Center, Pitman, or, in the northern counties of the state, the Milburn Avenue School, Milburn.

Letters of invitation to serve on the regional committees were sent to all registered private schools, county superintendents, school district superintendents, child study teams (state and county), all parent and community agencies where mailing addresses were found, all professional organizations (i.e., school boards associations, education administrative organizations, NJEA, etc.) and county boards of freeholders.

The attached letter was used to request participation in Project SERCH.

SERCH
SEEKING EDUCATIONAL RESOURCES FOR CHILDREN WITH HANDICAPS
P.O. Box 426 • Pitman, New Jersey 08071 • (609) 589-3410

April 10, 1974

Dear Colleague:

The Department of Education, Branch of Special Education and Pupil Personnel Services, has announced the development of a project to establish six Regional Planning Units to assist in providing information and recommendations for the construction of State operated regional day schools for severely handicapped children. Twenty-five million dollars was approved for these facilities by voter referendum in November, 1973.

The Educational Improvement Center of South Jersey has been delegated the responsibility of facilitating and coordinating the project. The tentative Regional Planning Unit areas are:

1. Bergen, Passaic, Hudson Counties
2. Essex, Union, part of Morris County
3. Sussex, Warren, Hunterdon, and western part of Morris County
4. Somerset, Middlesex, Mercer Counties
5. Monmouth, Ocean, Burlington and Camden Urban
6. Salem, Cumberland, Cape May, Atlantic, Gloucester and Camden Non-urban

Due to your organization's experience and expertise, we would like to request your participation, or the participation of your representative, on the Regional Committee in your service area.

If you indicate a desire to serve on your Regional Committee, please contact the Educational Improvement Center by calling the following contact people:

Mary Elizabeth Hunter Educational Improvement Center-South Box 426 Pitman, New Jersey 08071 Phone: 609-589-3410, ext. 28	(or)	Pat Steinert Millburn Avenue School 374 Millburn Avenue Millburn, N.J. 07041 Phone: 201-376-2188

Sincerely,

Paul B. Winkler

Paul B. Winkler
Assistant Director

PBW/meh

INITIAL REGIONAL MEETINGS

Initial meetings were held at various locations through the State. An average of 40 persons per meeting was realized.

Each participant received the attached facts sheet and process sheets. The facts sheet explained the law (S-180), the regions, and committee's general goals and objectives. The process sheets explained the various roles and functions of the process.

The process involves three basic groups. The first group is the Region Committee. This committee consists of any individual who has an interest in the project. The Regional Committee is informed of progress in planning facilities, react s to planning recommendations and provides input into decisions made.

The second group is the Regional Planning Unit. The Regional Planning Unit consists of members of the Regional Committee who feel that they can offer the time and energy to do those tasks needed in order that recommendations can be made. This group has the job of data analysis, need determination, etc. The Regional Planning Unit reports its progress to the Regional Committee for reaction and input.

The third group is the Coordinating Council. This group has no inate power. It is assembled to develop guidelines, avoid duplication of effort by Regional Planning Units, to be a clearing house for information gathered, etc. The Coordinating Council is comprised of three members from each of the Planning Units. Membership is not permanent and may change as the tasks of the Coordinating Council change.

June 4 - 7:30 p.m.

Salem, Cumberland, Cape May, Atlantic, Gloucester & Camden (non-urban)

Educational Improvement Center (43)
Glassboro-Woodbury Rd.
Pitman, N.J.

June 5 - 7:30 p.m.

Bergen, Passaic, Hudson

Fanny M. Hillers School (37)
Longview Avenue
Hackensack, N.J.

June 6 - 7:30 p.m.

Essex, Union, Eastern Morris

Washington School (76)
507 Morris Avenue
Summit, N.J.

June 13 - 7:30 p.m.

Monmouth, Ocean, Burlington, Camden (urban) (39)

Anna C. Heiler School
Levis Drive
Mount Holly, N.J.

June 18 - 7:30 p.m.

Sussex, Warren, Hunterdon, Western Morris (20)

Hackettstown Middle School
500 Washington St.
Hackettstown, N.J.

June 19 - 7:30 p.m.

Somerset, Middlesex, Mercer (29)

Community Park School
Witherspoon St.
Princeton, N.J.

PLANNING FACILITIES FOR THE SEVERELY HANDICAPPED

Regional Committee Meeting

Agenda

1. Registration
2. Welcome
3. "The Law" - What is it?
   Why is it?
4. Planning
   a. Design
   b. Role of Regional Committee, Regional Planning Unit, and Coordinating Council
5. Get to know one another - (Break)
6. Representation for Regional Planning Unit

   criteria/selection by Regional Committee
7. Next steps
8. Questions and Answers

FACT SHEETS

31

Planning Facilities
for the Severely Handicapped

The Law

I. AN ACT authorizing the creation of a debt of the State of New Jersey by the issuance of bonds of the State in the sum of $25,000,000.00 for facilities for the education of severely handicapped children; providing the ways and means to pay the interest of said debt and also to pay and discharge the principal thereof; and providing for the submission of this act to the people at a general election.

II. BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

1. The Legislature hereby finds and determines as a fact (a) that there are a significant number of children of school age in this State who need special facilities because of the severity of their handicaps; (b) that because of the financial, transportation and other special problems involved in the education of such children the State should provide and operate such facilities as it already has done with regard to schooling for the deaf; and (c) that there is a need for capital expenditures for the purpose of (1) expanding and renovating the Marie H. Katzenbach School for the Deaf; and (2) constructing day-school facilities to be operated by the State for the education of severely handicapped children.

2. Bonds of the State of New Jersey in the sum of $25,000,000.00 are hereby authorized for capital expenditure for the expansion and

renovation of the Marie H. Katzenbach School for the Deaf and for the planning, acquisition, improvement and equipment of day-school facilities to be established and operated by the State Department of Education for children with severe handicaps.

III. Resolution

WHEREAS, there is a serious shortage of appropriate educational facilities for severely handicapped children throughout the State of New Jersey, and

WHEREAS, it has become increasingly difficult to provide appropriate sequential educational programs commensurate with the needs of the severely handicapped, and

WHEREAS, the legislature and the Governor of the State of New Jersey have recommended the means of alleviating said need through a proposed bond issue, be it therefore

RESOLVED, that the State Board of Education recommends the approval by the electorate to authorize the issuance of bonds by the State of New Jersey in the sum of 25 million dollars for facilities for the education of severely handicapped children.

Implementation

I. A comprehensive and representative community group will be established in each service area according to pre-developed guidelines.

Each service area community group will participate in a planning process and will develop a plan of action for their achieving the overall goal of recommending a facility plan for the severely handicapped enabling the implementation of Bill S180.

II. Legislation introduced by Senators Wallwork, Giuliano and Beadleston, passed by the Legislature in May, 1973, and signed by the Governor authorizing creation of a debt by issuance of bonds by the State in the sum of 25 million dollars for the construction of at least five day-school facilities to be operated by the State Department of Education for the education of severely handicapped children, and the expanding and renovating of the Katzenbach School for the Deaf.

Four groups of handicapped children will be served by the proposed facilities. They are:

1. Deaf students in need of a specialized facility and who cannot be adequately served in their local school district.
2. Deaf-blind students presently being served in individual classes (Glassboro State College, Bloomfield College, N.Y. Institute for the Blind, etc.) or by itinerant instructors.
3. Multiply handicapped students in need of specialized facilities who are presently served in private school settings (day and residential) or on home instruction.
4. Severely emotionally handicapped students in need of specialized facilities and programs presently being served in private school settings (day and residential), home instruction or in mental hospitals.

All the proposed students to be served are severely handicapped and represent less than 1% of the handicapped school age population.

III. Definition of Severely Handicapped Children and Youth

(As utilized by the BEH Task Force on Severely Handicapped Children & Youth)

A severely handicapped child is one who because of the intensity of his physical, mental, or emotional problems, or a combination of such problems, needs educational, social, psychological, and medical services beyond those which have been offered by traditional regular and special educational programs, in order to maximize his full potential for useful and meaningful participation in society and for self-fulfillment. Such children include those classified as seriously emotionally disturbed (schizophrenic and autistic), profoundly and severely mentally retarded, and those with two or more serious handicapping conditions such as the mentally retarded deaf, and the mentally retarded blind.

Such severely handicapped children may possess severe language and/or perceptual-cognitive deprivations, and evidence a number of abnormal behaviors including: failure to attend to even the most pronounced social stimuli, self-mutilation, self-stimulation, manifestation of durable and intense temper tantrums, and the absence of even the most rudimentary forms of verbal control, and may also have an extremely fragile physiological condition.

November 12, 1973

IV. Need

1. The incidence rate for these children is so low that autonomous school districts find it impractical to provide programs or facilities, and multi-district and/or multi-county planning has been difficult, if not openly resisted by the school districts and county freeholders.

Smaller districts and counties do not have the population pool to dedicate resources for these children.

2. Many of these children are presently being served in private day schools, private residential schools and on homebound instruction. All such programs are considered to be temporary, makeshift and marginally adequate in terms of providing a thorough and efficient educational program for these handicapped children.
3. Single classes presently exist and are inadequate, ill equipped and of questionable value to the children they serve.
4. Sequential educational programs (Nursery through 12) for target population under consideration is practically non-existent in public, private day and private residential schools.
5. Secondary programs for this population are extremely limited or non-existent.
6. Specialized ancillary services are often times impractical or not available.
7. There is a serious need for standardization of intake, evaluation, program development and regional program planning for this handicapped population.
8. When individual school districts terminate programs it results in disruption of educational sequential planning.

During November, 1973, Bill S180 providing 25 million dollars for the development of facility plans for the severely handicapped was passed. Included in the bill is a provision that community input must be an integral part of the planning. These facts lead to the need for the development of plans to assure the implementing of the legislation.

Attachment A

ESTIMATED SEVERELY HANDICAPPED POPULATION BY GEOGRAPHIC REGION

Tentative Regions	Population 0-20 yrs	School Population	Estimated Severely Handi.
Region #1			
Bergen	322,322	173,928	519
Passaic	167,950	88,780	270
Hudson	207,469	92,507	334
Total	697,741	355,215	1,123
Region #2			
Essex	339,159	179,042	546
Union	191,626	104,308	309
Morris 50% (4)	77,361	46,939	124
Total	608,146	330,289	979
Region #3			
Sussex	31,405	20,850	51
Warren	28,073	17,367	45
Hunterdon	27,241	18,096	44
Morris 50% (4)	77,362	46,939	125
Total	164,081	103,252	265
Region #4			
Somerset	79,015	49,357	127
Middlesex	237,217	128,365	382
Mercer	102,797	55,974	166
Total	419,029	233,696	675
Region #5			
Monmouth	185,733	110,628	299
Ocean	75,958	52,128	122
Burlington	140,909	78,866	227
Camden 50% (4)	89,539	48,983	144
Total	492,139	290,605	792
Region #6			
Cumberland	47,663	30,457	38
Cape May	19,284	12,016	77
Atlantic	60,980	35,708	31
Gloucester	72,119	42,712	98
Camden 50% (4)	89,540	48,983	116
Salem	23,735	14,911	38
Total	313,321	184,787	504
State Total	2,694,457	1,497,844	4,338

Notes:

1) Population 0-20 yrs. U.S. Census, 1970

2) School population N.J. Department of Education, Newsletter Vol. 1, #26, April 11, 1972

3) Estimate Severely Handicapped based on population 0-20 yrs.

Deaf	.075%
Deaf Blind	.001%
Seriously Emotionally Dist.	.025%
Multiply Handicapped	. 06%
Total	.161%

4) Population for Morris and Salem Counties arbitrarily divided equally for planning purposes only.

Attachment C

The programs for the Deaf and Hearing Impaired have steadily followed a pattern of regionalization by merging smaller units of 1 and 2 classes into larger units. This provides for better educational programming. Additionaly, such centralization has been done with the effort to provide the parent with a day school option vs the residential school placement particularly for children under the age of 14 years. With this in mind, the following grouping of operating programs, the possible number of children in the State School from the same area and the same age (5-14 yrs.), and the Deaf Blind child from the same region is presented.

PROGRAM	NUMBER OF STUDENTS	POSSIBLE KATZENBACH RETURNEES AND COUNTY	DEAF/ BLIND	POTENTIAL CLASSES
Millburn	103	16 Essex	16	38 Reg.
Bruce St.	95	10 Union		10 Multi
Mt. Lakes	27	4 Hudson		4 Deaf-Blind
New Brunswick	13	17 Middlesex		52 (368 students)
Elizabeth	10	13 Morris		
Kean College	12	5 Somerset		
Deron	15			
Edison CP	12			
Total	287	65	16	
Bergen	137	15 Bergen	20	27 Reg.
Jersey City	30	9 Hudson		3 Multi
Paterson	29	5 Passaic		5 Deaf Blind
Clifton	8			35 (271 students)
A. Harry Moore	18			
Total	222	29	20	
Neptune	35	23 Monmouth	4	12 Reg.
Toms River	7	20 Middlesex		2 Multi
Manchester Twp.	8	22 Ocean		1 Deaf Blind
		4 Burlington		15 (123 Students)
Total	50	69	4	
Camden	23	25 Camden	8	14 Reg.
Barrington	14	23 Burlington		2 Multi
Moorestown	8	23 Gloucester		2 Deaf Blind
Glassboro	7	4 Salem		18 (135 students)
Total	52	75	8	
Corbin City	16	7 Atlantic	0	5 Reg.
Vineland	15	1 Cape May		1 Multi
		4 Cumberland		6 (43 students)
Total	31	12	0	

PROGRAM	NUMBER OF STUDENTS	POSSIBLE KATZENBACH RETURNEES AND COUNTY	DEAF/ BLIND	POTENTIAL CLASSES
Hunterdon	4	8 Warren	0	2 Reg.
		1 Sussex		1 Multi
		3 Hunterdon		3 (16 students)
Total	4	12	0	
Katzenbach(day school)		49 Mercer	0	9 Reg.
Bordentown	8	4 Hunterdon		2 Multi
		3 Somerset		11 (67 students)
		3 Burlington		
Total	8	59	0	

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mlm

V. Each of the populations to be served requires modifications of the usual physical facilities available in the public schools. The deaf require extensive acoustical modification in their physical setting. The multiply handicapped requires elimination of barriers, specific physical modifications for orthopedic conditions, and additional physical treatment facilities. The seriously emotionally handicapped requires specialized facilities for counseling and other techniques (behavior modification). All the groups require modification in gross class dimensions.

At present, there is no systematic plan for providing these facilities on a local, county or statewide basis. Private groups (Cerebral Palsy, Easter Seals, etc.) have provided some facilities to relieve the extreme demand for plant space and services for these children.

VI. Preliminary discussions regarding type of facilities have resulted in the following alternatives:

1. A facility located on a single site with separate wings designed for the specific handicapped group needs. The programs would be independent (i.e., deaf), but will be programmed to use central facilities (i.e., gym, art, music, home economics, shop) which would not be duplicated.
2. Scatter site facilities serving specific smaller populations (e.g., seriously emotionally handicapped). Facilities would be located at a number of sites within a given service area.

Additional research must be undertaken in exploring potential site locations, and existing facilities available for purchase, before definite plans can be made for designating the type of needed facility for specific service areas. All proposed facilities and programs would be available for public review and response before being passed by the legislature as an added safeguard. The best estimate for operational use of a constructed facility after authorization (a positive public response in November, the sale of bonds, the site search, building and program planning, architectural plans, and construction) will be 3 to 5 years.

1. These facilities should markedly reduce the use of high cost private day school and residential private schools for children presently placed because of the limited or non-existent programs in the public schools.
2. These facilities should greatly reduce the need to use out-of-state residential facilities now providing educational services to uniquely incapacitated children who could well remain at home. Residential costs to the State would immediately be reduced.
3. Transportation costs would be reduced by area planning and contracting.
4. The alternative facilities available should reduce the number of children now being served in Institutions and Agencies facilities thereby making more space available to serve children presently on waiting lists.

Present plans are to divide the State into service areas. These service areas were chosen on the basis of the following criteria - proximity and contiguity, travel time, population, population growth trends and existing programs. The proposed service areas are:

1. Bergen, Passaic, Hudson
2. Essex and Union (Part of Morris)
3. Sussex, Warren, Hunterdon (Western Morris)

4. Somerset, Middlesex, Mercer
5. Monmouth, Ocean, Burlington (Camden Urban)
6. Salem, Cumberland, Cape May, Atlantic, Gloucester, Camden (Non-Urban)

VII. The Aims and Objectives would be as follows:

1. Provide an on-going educational training program from preschool to secondary for deaf, deaf-blind, severely emotionally disturbed, multiply handicapped, and profoundly retarded children.
2. Provide specially designed high quality physical plants and curriculum which would insure a thorough and efficient education for all these children.
3. Provide adequate supervision, special services personnel and specialized ancillary services for this unique handicapped population.
4. Serve as a program development center for new educational programs. It may also serve as a resource center for expanding programs in need of physical space and personnel. (i.e., Rubella).
5. Provide facilities for afternoon and evening programs for handicapped and their parents.

Recreation facility for handicapped.
Adult education facility - Adult handicapped and parents.
Continuing education facility for the surrounding communities to gain knowledge of the handicapped.

The program and physical facility needs of the proposed handicapped groups are so diverse that it would be difficult to mix their educational programs. Such a program mix would not, therefore, be educationally sound and is in no way contemplated. The facility planning which indicates physical separation would also deal with this concern.

PROCESS SHEETS

Regional Groups

The Regional Committee, composed of individuals who express an interest in the project, shall constitute an input, information and feedback group to which the Regional Planning Unit shall seek recommendations, input, and information on which to base their decisions.

The Regional Planning Unit shall be composed of a limited number of members of the Regional Committee, representing their various constituents. This unit shall be responsible for gathering data, planning, self-evaluation and decision making in regard to the planning of facilities. The Planning Unit shall compile a final report containing recommendations on site locations, programs needed, types of facilities needed to serve the designated handicapped children. These recommendations shall be compiled into a final report following the structural guidelines set by the Coordinating Council.

The Coordinating Council shall be composed of three (3) representatives from each of the Regional Planning Units. This committee shall formulate a standardized format of procedures to be followed by the Regional Planning Units in reporting their recommendations. The Coordinating Council shall also coordinate the efforts of the Regional Planning Units so as to avoid duplication of effort, to provide a uniform reporting procedure, and to bring continuity to the progress of the Regional Planning Units. The Coordinating Council shall correlate the final reports of the six Regional Planning Units to be presented to the State Advisory Committee.

The Regional Committee

The Regional Committee should:

1. Be represented by the Regional Planning Unit.
2. Be informed of Planning Unit's progress.
3. React to Planning Unit's findings.
4. Give input into the operation of the Planning Unit.
5. Assist the Regional Planning Unit in its activities when called upon.

Planning Facilities for the Severely Handicapped

Criteria for Regional Representation to be considered for placement on the Regional Planning Unit.

A member of a specific organization which is actively involved with, or supportive of, deaf, deaf-blind or severely handicapped children...

and/or

The parent or guardian of a deaf, deaf-blind or severely handicapped child...

and/or

A representative of a community, county, or state agency located within the planning area ...

and/or

A faculty member of a Department of Special Education at a college located within the planning area ...

and/or

A representative of an interested public school district ...

and/or

A representative of a private school district located within the planning area ...

and/or

Can give specific reasons for consideration of placement on the planning committee serving their area of residence...

and/or

A member of a community or county municipal government.

The Regional Planning Unit

The Regional Planning Unit should:

1. Identify target population, location of specific population and population trends in the Unit's region.

2. Determine educational program needs of the target population.

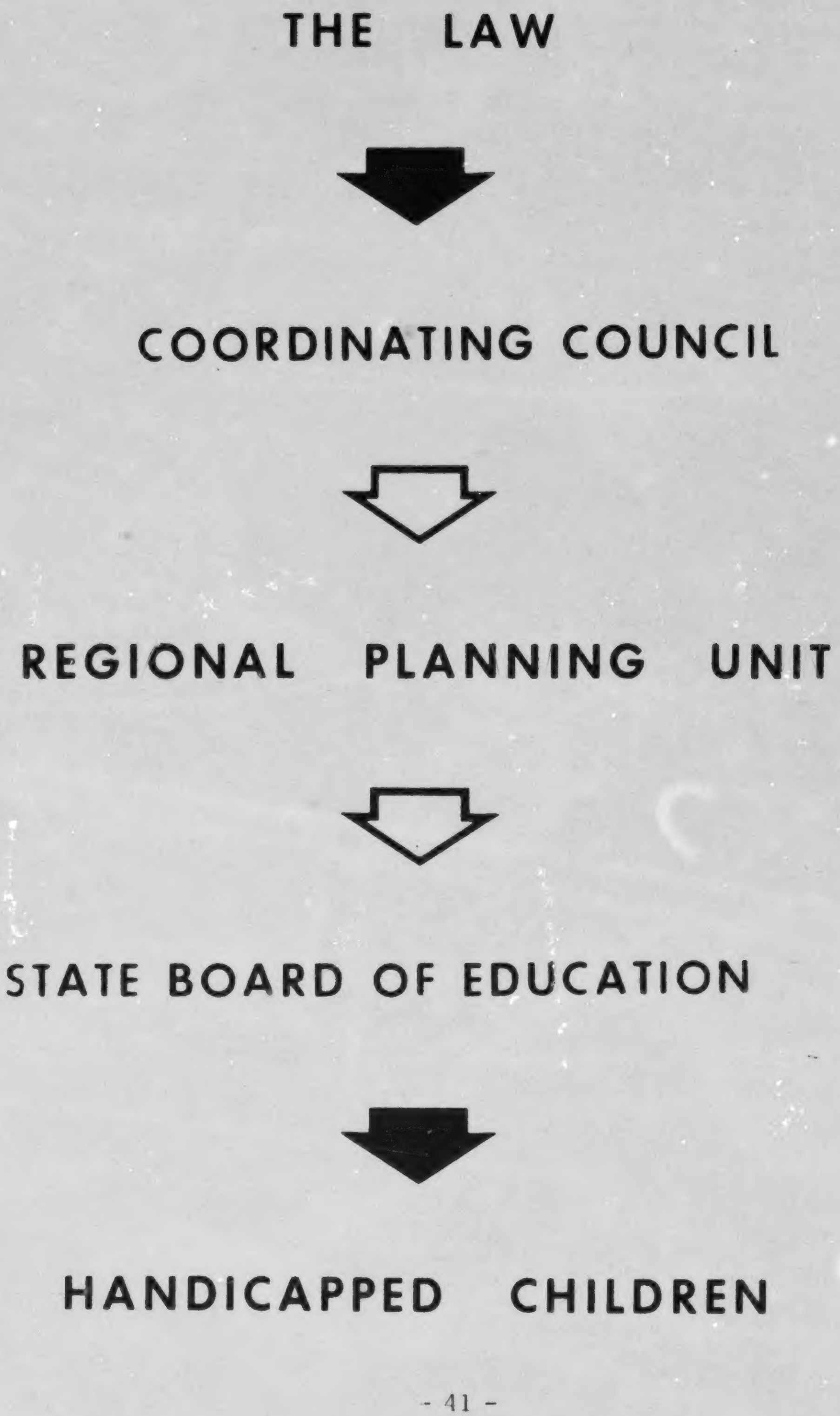
3. Based on population to be served, location of population, population trends and educational programs desired, determine facilities needed.

4. Determine potential land sites and/or existing facilities available based on previous data plus survey of existing facilities, highway networks, availability of land, availability of public utilities.

The Coordinating Council

The Coordinating Council should:

1. Construct guidelines for reporting information by Planning Units.
2. Be a clearinghouse for information gathered by the Planning Unit.
3. Aid in the avoidance of duplication of effort by the Planning Units.
4. Construct a uniform format for the reporting of findings and recommendations of the six Regional Planning Units.
5. Submit to the State Advisory Committee a final report containing the recommendations of the six Regional Planning Units.



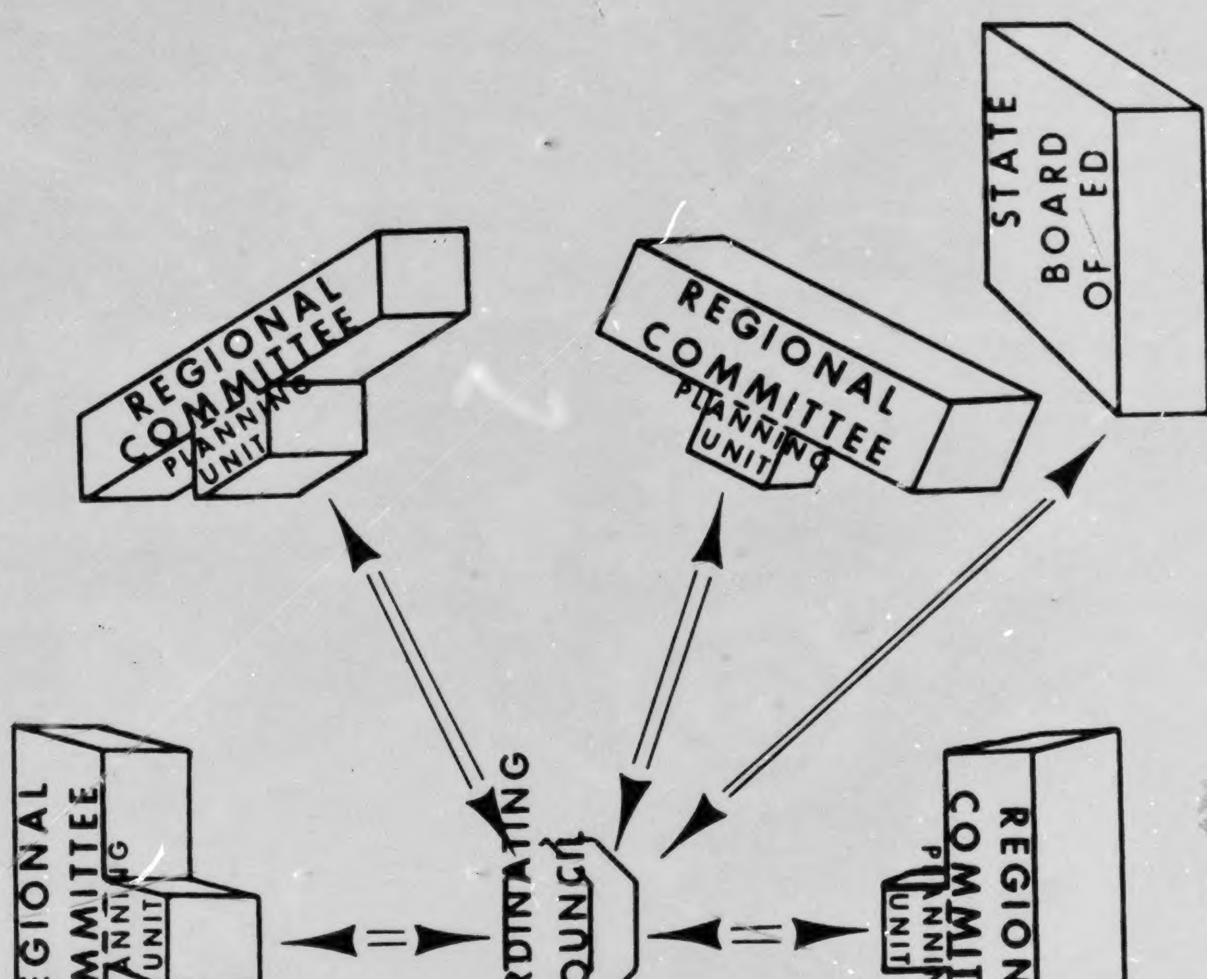
THE LAW

COORDINATING COUNCIL

REGIONAL PLANNING UNIT

STATE BOARD OF EDUCATION

HANDICAPPED CHILDREN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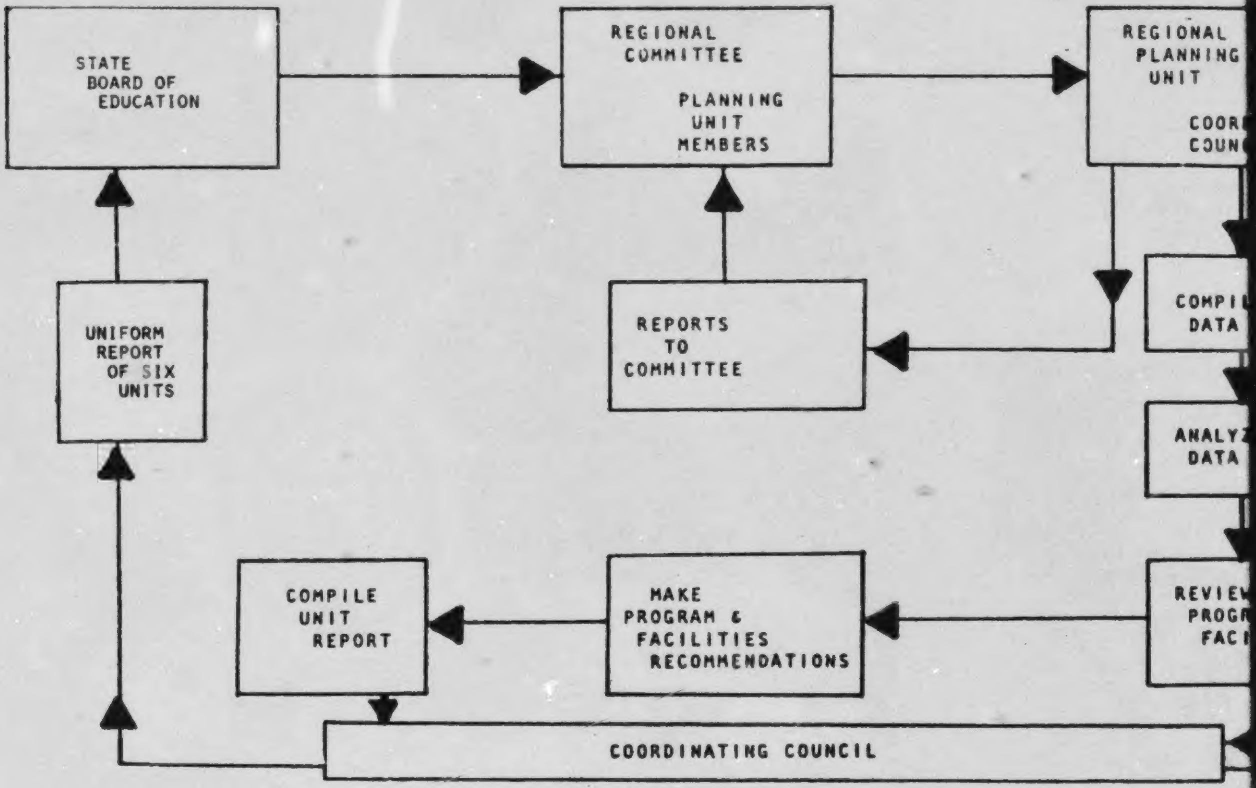
PLANNING FACILITIES FOR THE SEVERELY HANDICAPPED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COMPIL
DATA
ANALYZ
DATA
COMPILE UNIT REPORT
MAKE PROGRAM & FACILITIES RECOMMENDATIONS
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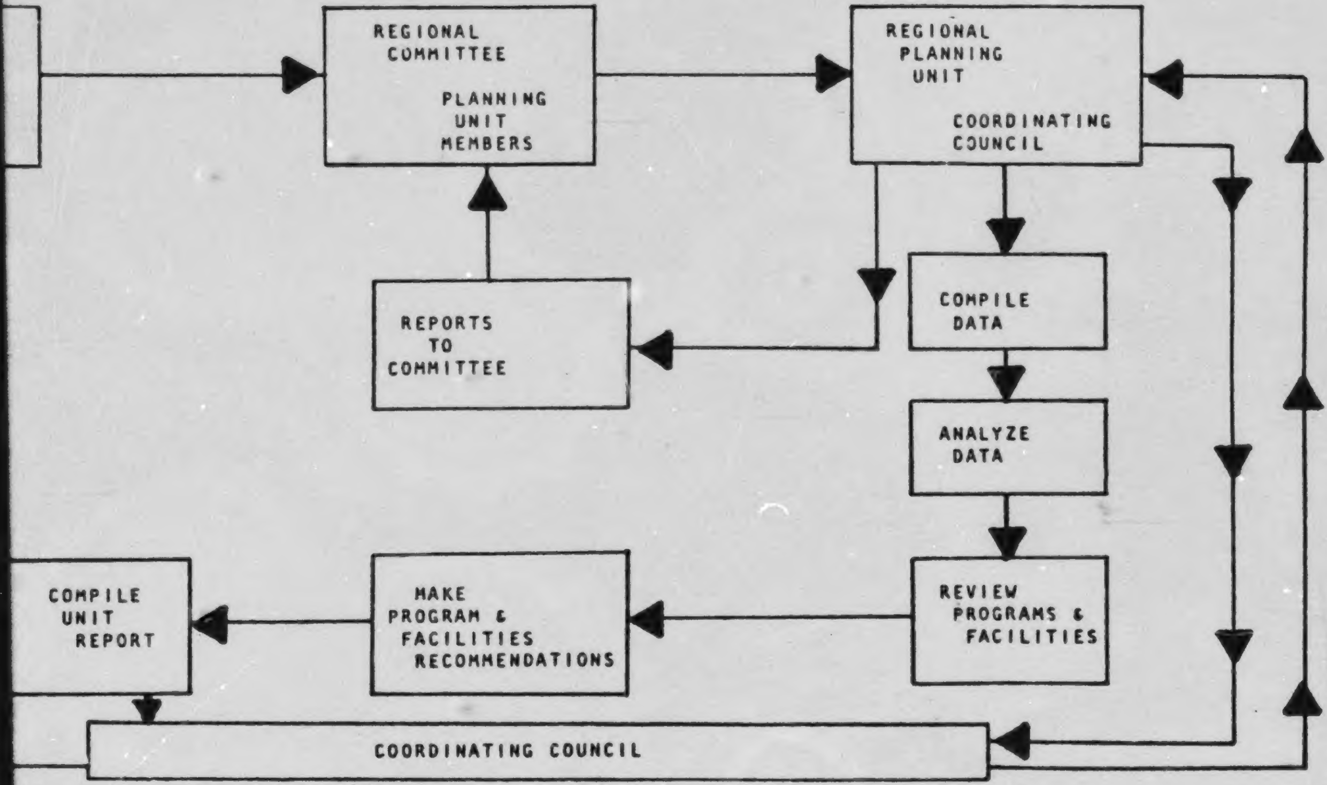
PLANNING FACILITIES FOR THE SEVERELY HANDICAPPED


REGIONAL COMMITTEE
PLANNING UNIT MEMBERS
REGIONAL PLANNING UNIT
COORDINATING COUNCIL
REPORTS TO COMMITTEE
COMPILE DATA
ANALYZE DATA
REVIEW PROGRAMS & FACILITIES
MAKE PROGRAM & FACILITIES RECOMMENDATIONS
COMPILE UNIT REPORT
COORDINATING COUNCIL

COMMENTS BY PARTICIPANTS

AT

INITIAL MEETING

Each Regional Committee meeting took on a different personality. Each meeting also met its basic objectives. In all six regions, a Planning Unit was developed and selection of Coordinating Council members and alternates was achieved. Questions directed toward S-180 (the law) and S-180 (the project) were presented by participants at each regional meeting. Responses were given by the EIC staff or left as open-ended questions for later determination.

Membership on the Planning Units was fairly representative of the community-at-large. An average of 30 persons on each Planning Unit was realized.

The following sheets are compilations of the comments and questions of each of the initial Regional Committee meetings.

Report on the meeting of the Bergen, Passaic, and Hudson Counties meeting held in Hackensack.

Comments on initial meeting.

Many parents and people in the committee were quite upset that Katzenbach School was to be allocated 3 million dollars as reported in the local newspapers. Many had brought clippings from the paper and were quite disturbed that bonds had been floated when it was understood that they were to make the plans and recommendations.

We responded to this by indicating that the law, S-180, had stated that some monies of this $25 million dollars would, indeed, be allocated specifically for the renovation of Katzenbach School for the Deaf. The remainder of the funds would then be used for the construction of facilities for low incidence handicapped children throughout the state.

The general tenor of this meeting was one of suspicion that the state was actually going to dictate and that any recommendations they made would be a rubber stamp of plans previously made by the state education department. This committee doubted that any recommendations they would make would be followed through by the legislature or department of education. The EIC staff attempted to allay any fears of this. We have told them that this, indeed, was to be a community project and that the state had no plans whatsoever for these monies.

Report on the meeting of Essex, Union and eastern part of Morris Counties.

Meeting held in Summit.
Comments on initial meeting.

This committee expressed its fear and doubt in the intentions of the state department. The question arose as to the law. It was brought out that the S-180 law, itself, stated that up to five regional facilities were to be constructed. The question was asked, "Why are the plans set for six regions as opposed to five?" The EIC staff stated that we would, indeed, look into this matter.

Another comment was made by the individuals from eastern Morris County. They had felt that quite possibly they should be placed with Hunterdon, Warren, and Sussex Counties as opposed to Essex, and Union Counties.

Comments on the Sussex, Warren, Hunterdon and western Morris Counties Regional Committee meeting

Meeting held in Hackettstown
Comments on initial meeting.

One gentleman asked, "Will this committee have a state liaison?" The EIC staff responded that, yes, Dr. Ringelheim had indicated that each regional committee would have a liaison from that region to work with the committee as a representative of the state education department.

Another question was raised. "Will these facilities service profoundly retarded?" The EIC staff indicated that possibly the profoundly mentally retarded might be serviced if they were multiply handicapped.

The question arose, "Who will operate these facilities?" Our response was that, as indicated by the law, the state would operate these facilities.

Another question was asked in regard to what funding would be available for the operation of these facilities when completed. Our response was that there is a bill pending in committee to fund the operating costs of the program to be housed in the regional facilities.

Another question arose as to who does EIC inform in the state education department as to the progress of these committees. The EIC staff indicated that, to our knowledge, this person would be Dr. Ringelheim.

Concern was raised as to the splitting of Morris County into two. People at this committee meeting from Morris County indicated that they would rather remain as a whole and join in with Hunterdon, Warren, and Sussex Counties. The same issue had been raised at the meeting of Essex, Union, and eastern Morris Counties. The people at that meeting from Morris County indicated that they, too, would rather be joined with Hunterdon, Sussex, and Warren Counties.

It was then asked of the individuals from Sussex, Warren, and Hunterdon whether they felt it would be feasible to allow Morris to join them in total. The people from Sussex, Warren, and Hunterdon were in full agreement with those from Morris County. They felt that Morris should, indeed, be placed within the Sussex, Warren, and Hunterdon region as a total county. Since this was agreeable to this group and also to the Essex, Union group, the EIC staff felt that this should, indeed, take place and that the issue would be taken up more formally at the Coordinating Council meeting in late July.

Comments on the Somerset, Middlesex, and Mercer Counties
Meeting held in Princeton.
Comments on initial meeting.

The general tenor of this meeting was extreme distrust of the state education department. The question was asked, as in other meetings, about the operating costs and who was to operate these facilities once completed. The EIC staff indicated again that the state education department would, indeed, operate these facilities and that a bill funding the operating costs of the facilities was presently in the appropriate committee of the legislature.

Another question raised was, "Have monies for Katzenbach School been released?" The EIC staff responded that, yes, as the S-180 bill had indicated, monies would be allocated for the renovation of Katzenbach School and that $3 million dollars had been released and that another $2 million had been set aside for any increased costs to renovation.

The question arose, "How much money does this region have allocated for it?" EIC responded that there was no set figure for this region and that it would depend totally upon their findings.

The question was asked, "How will this committee's input be heard in the final analysis when monies are to be released?" The EIC staff responded that the committee's recommendation would be sent to a state advisory committee who would present these to the proper people so that bonds may be floated to fund these facilities.

One individual felt that the regional committees must be representative and wished to know, "How do we make the regional committees and the planning units representative?" The EIC staff explained that when forming these committees we attempted to bring in all types of people to make these committees representative of the committee and that if, indeed, they were not, it would be our job to find individuals to be placed on the committee and planning unit to insure a representative grouping.

Comments on the Monmouth, Ocean, Burlington, and Camden Urban meeting.
Meeting held at Mount Holly.
Comments on initial meeting.

One individual felt that the making of recommendations in June of 1975 was too far in the future due to increasing costs in construction.

Again, at this meeting, participants held a general distrust of the state education department. They questioned how much of this money would really be available by June of 1975.

A question arose as to the role of the private schools in this project. Would they be virtually be forced out of business due to the construction of facilities within the region? The EIC staff responded that it was the duty of the committee to look at all existing programs, public and private, and to effectively make recommendations as to facilities within the region. We told the group that in all probability these monies would in no way close existing private schools. We were asked, "What is the organizational structure of these committees, for example, the lines of power, some type of organizational chart." We indicated that no formal structure for the committee, other than our planning process, had been devised; that it would be through the Coordinating Council and the committees themselves that the organization of these groups would be developed.

Comments on the Salem, Cumberland, Cape May, Atlantic, Gloucester and Camden non-urban Counties
Meeting held at EIC.
Comments on initial meeting.

One gentleman stated, "Let's not build large facilities. Keep them small. Let's get creative in our ideas. Help to keep these kids at home, not in residential institutions."

Another comment was from a gentleman from a private school who questioned the definition of the children to be served by these facilities. He wanted a much more strict definition and clarification of who was to be served. The same gentleman questioned the comment made on the fact sheet which was part of the state department's considerations to the legislature in attempting the passage of S-180. His comment was in regard to a section of the fact sheet which stated, "Many of these children are presently being served in private day schools, private residential schools, and on homebound instruction. All such programs are considered to be temporary, makeshift and marginally adequate in terms of providing a 'thorough and efficient' educational program for these handicapped children." He questioned that section which read that "all" such programs are to be considered temporary and makeshift and marginally adequate." He felt that many private school programs are adequate, and even superior.

Another comment was made by the parent of a deaf child. He felt that these children have enough problems without compounding these problems by residential placement. He felt that we must build programs and facilities to keep the children at home and enable them to lead a more normal life.

The question was asked, "How far do these facilities go?... for what ages?" The response to this by mandated law is school age. If legislation mandates programs for children from the ages of 3 to 21, then these facilities would, indeed, also provide for preschool education.

Another comment made by a member of the committee from a private school was that even residential private facilities are beginning to attempt to place children back in the community and he saw this as a viable alternative to residential placement.

A final question asked was, "Will four million dollars do it?" Will four million dollars be enough to construct, renovate, etc., facilities for the severely handicapped in this region? A response to this question was that four million dollars per se is not a fixed figure. The committee should plan and make its recommendations from the basis of adequate programming rather than a fixed sum of money.

Questions raised by Participants of Initial Regional Committee Meetings

1. Exactly who will be served by these facilities? What age range?

2. Is this (S-180) designed to do away with private schools?

3. Why did the state claim all private programs are "temporary, makeshift, and marginally adequate?"

4. Will these S-180 monies be enough?

5. Does the State Education Department have prior plans for the monies? Are we (the regional committees) rubber stamps for existing State Education Department plans?

6. Are there to be 6 or 5 regions? The law states "up to 5 regions...."

7. Could Morris County be placed in total with Hunterdon, Warren, and Sussex Counties?

8. With rising construction costs, is making recommendations in June of 1975 viable?

9. By June of 1975 how much of the 25 million dollars will be available? Will bonds be issued for state projects during the one year planning period?

10. What lines of power exist within this project? Who is responsible to whom?

11. Will each committee have a state Education Department liaison?

12. Will these facilities serve the profoundly retarded?

13. Who will operate these facilities?

14. What funding will be provided for the operation of these facilities? Who will administer?

15. How much money will each region have to work with?

16. How will the committees' input be put to use when the decision is made to float the bonds?

17. Who will Pingry School serve? What counties?

18. Besides monies for the purchase of Pingry School, where will monies come from for capital equipment?

19. Will S-180 facilities be taking students who are presently in residential institutions? If so, approximately how many?

INITIAL

COORDINATING COUNCIL MEETING

The Statewide Coordinating Council, comprised of three members from each of the six regions, held a two-day conference at the Educational Testing Service, Princeton, N.J. July 29-31, 1974 to develop a mission, objectives and an overall plan of action to be used by each region.

From this conference the following material has been developed.

MISSION STATEMENT

Final Form July 30

To plan and make recommendations for the establishment of day school physical facilities, state-wide, which will provide thorough and efficient sequential educational programs for low incidence, severely handicapped children as defined in the following categories:

- deaf
- deaf/blind
- severely emotionally disturbed
- multiply handicapped

Major Components of PERT Developed by Coordinating Council 7/31/74

Objectives - By September 1, 1974, the Categories of Handicapped to be served by physical facilities will have been defined.

By September 1, 1974, a uniform reporting procedure will be developed.

By September 1, 1974, a process for decision making will be developed.

By September 20, 1974, Planning Units will have met.

Coordinating Council will meet to discuss progress in late September.

Objective - By October 11, 1974, the educational needs of the target population will have been identified.

Tasks -
1. Identify research and other sources to recommend educational goals.
2. Utilize consultants to recommend educational goals.
3. Identify or develop process to identify goals for target population as perceived by parents.
4. Identify or develop process to identify goals for target population as perceived by educators.
5. Conduct goal setting process.
6. Synthesize acquired data
7. Submit report on educational goals to planning unit.

Objective - By October 18, 1974, children to be served will have been identified.

Tasks - 1. Determine sources of data on target population.

2. Gather student population data.

3. Develop report.

4. Submit report to Planning Unit.

Objective - By November 1, 1974, the physical plant need of the target population will be identified.

Tasks - 1. Search literature to identify the physical plant needs which meet the goals previously identified.

2. Utilize consultants to recommend physical plant needs which meet identified goals.

3. Determine criteria for visiting exemplary facilities according to each region.

4. Visit sampling of identified facilities.

5. Determine physical plant needs suitable for meeting the educational goals for each region.

6. Develop and submit physical plant needs report to planning unit.

Coordinating Council will meet to discuss progress and begin to compile report.

Objective - By November 5, 1974, Facility and site specifications will have been determined.

Tasks - 1. Develop educational specifications for regional facilities and sites to support educational programs.

Objective - By November 29, 1974, potential land sites and existing facilities will have been determined.

Tasks - 1. Prepare checklist for site and facility visitations.

2. Determine potential sites and existing facilities.

3. Determine visitation procedures.

4. Conduct visitation and information gathering.

5. Analyze findings and prioritize results.

6. Compile and submit report to Planning Unit

Objective - By December 7, 1974, the regional recommended sites and/or facilities to meet programmatic needs of target population will be accepted by regional planning units.

Tasks - 1. Develop report of overall findings.

2. Submit report to planning unit.

Coordinating Council will meet to discuss progress and gather additional report data.

Objective - By January 1, 1974, the state-wide recommendations from each region will be submitted in report form.

Tasks - 1. Determine reporting procedure.

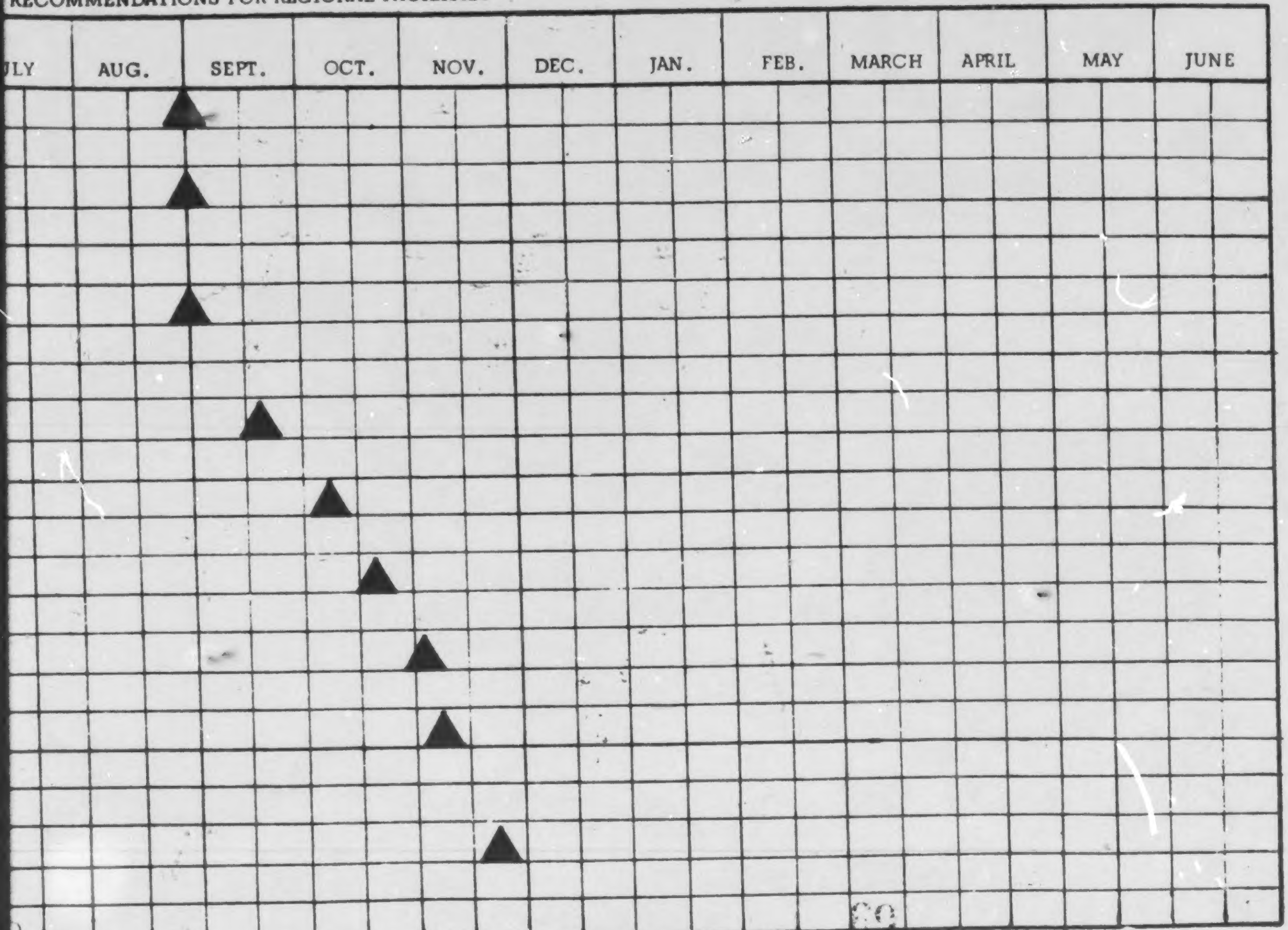
2. Compile state-wide report

3. Implement reporting procedure.

OBJECTIVE: FINAL REPORT OF RECOMMENDATIONS FOR REGIONAL FACILITIES

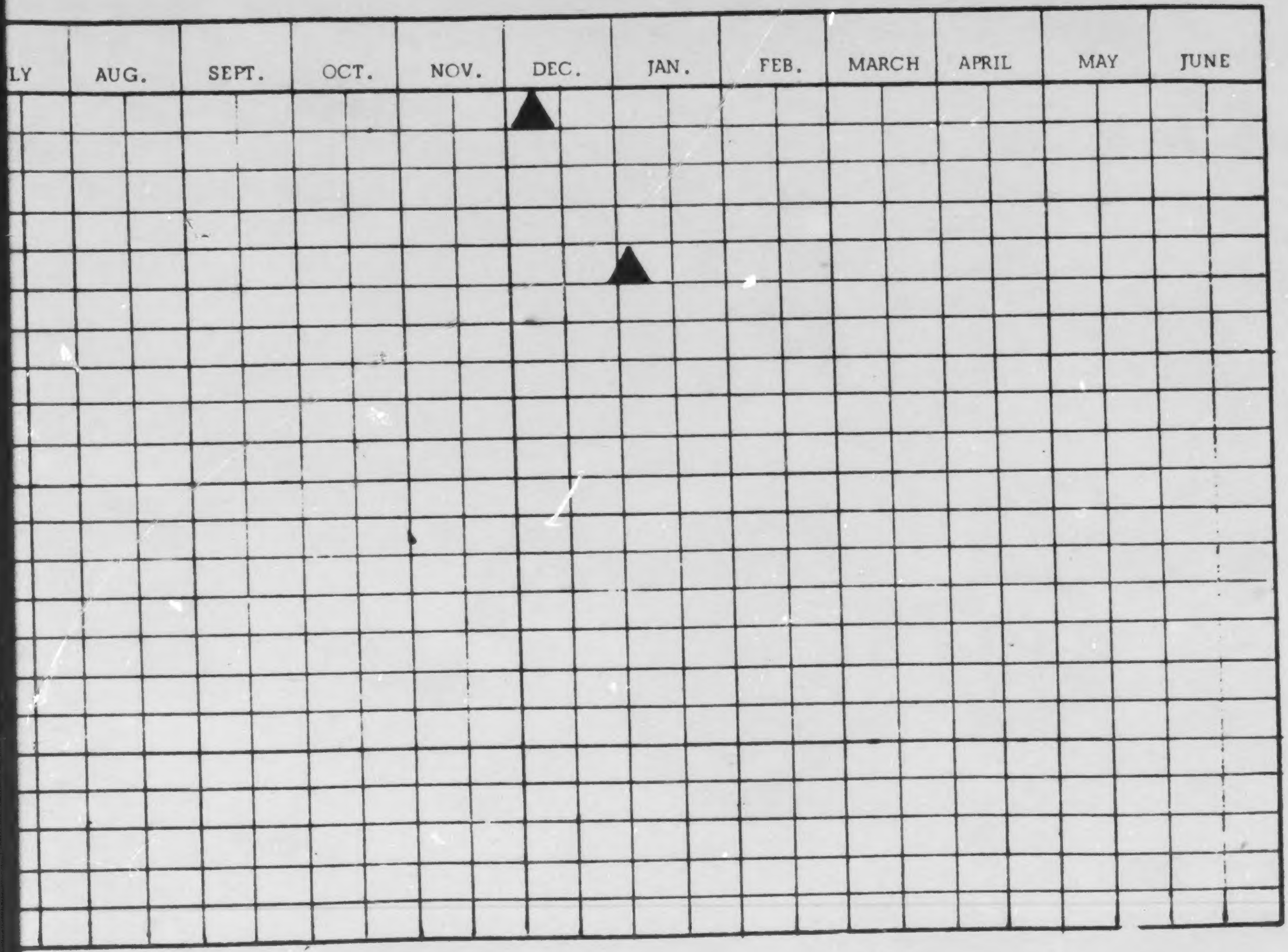
	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MARCH
Define Target Population		▲							
Develop uniform reporting procedures		▲							
Develop Decision Making Process		▲							
Planning Unit Meetings			▲						
Educational Needs Identified				▲					
Identify Children				▲					
Identify Physical Plant Needs					▲				
Determine Facility and Site Specifications					▲				
Determine Potential Landsites & Existing Facilities					▲				
	68								69

RECOMMENDATIONS FOR REGIONAL FACILITIES



OBJECTIVE: **Page 2**

	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MARCH
Planning Unit Acceptance of Recommended Sites and/or facilities						▲			
Submit state-wide recommendations in report form to state							▲		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JUNE

Constraints

1. $3 million has been appropriated for Katzenbach School.
2. The committees do not control the funds. Not a control group.
3. Advisory in nature.
4. Pingry School is being considered for purchase as one facility.
5. Regional lines are not fixed.
6. S-885 is the operational bill.
7. Population to be addressed are limited to deaf, deaf/blind, severely emotionally handicapped, and multiply handicapped.
8. Transportation not to exceed 45 minutes one way.
9. All children in categories must be accounted for by the plan.
10. Facilities to be operated by the state - operated as owned by the state or contracted.
11. Elimination of all architectural barriers.

In addition to developing a mission, objectives, constraints and a PERT, the Coordinating Council has set up three committees.

> The first committee's task is to develop working definitions of the children to be served by Project SERCH. This committee will work jointly with the State Department of Education.
>
> The second committee is to develop a process by which decisions on the regional level might be made.
>
> The third committee is to develop a standardized format to be used by the regions in reporting data gathered.

All of the above committees were to complete their tasks by September 1, 1974.

All Regional Planning Units were to have met by September 20, 1974. At this meeting the assignment of tasks to individual planning unit members will be determined.

The three committees developed from the July Coordinating Council (Definitions, Decision-making, and Format) met and developed the following reports.

DEFINITIONS COMMITTEE REPORT

August 12, 1974

Suggested Definitions for Severely Handicapped

The term Severely Handicapped includes four specific groups. These groups are:

1. Deaf
2. Deaf-Blind
3. Severely emotionally disturbed
4. Multiply handicapped

Suggested Definitions

Auditorily handicapped (Deaf)

A child shall be classified as auditorily handicapped (deaf) when his residual hearing is not sufficient to enable him to understand speech and develop language successfully even with a hearing aid, without specialized instruction. He is unable to interpret speech sounds as a result of an approximate 70 or more average decibel (ISO) loss in hearing in the "better" ear as measured with a calibrated audiometer by a person legally qualified to determine hearing disability.

Dear-Blind

A child shall be classified as auditorily handicapped (Deaf) and visually handicapped (Blind) - Deaf-Blind, when his residual hearing is not sufficient to enable him to understand speech and develop language successfully even with a hearing aid, without specialized instruction. He is unable to interpret speech sounds as a result of an approximate 70 or more average decibel (ISO) loss in hearing in the "better" ear as measured with a calibrated audiometer by a person legally qualified to determine hearing disability. Also, his visual acuity, with correction, is 20/000 or poorer in the "better" eye, or whose field of vision in the "better " eye is 20 degrees or less in the greatest diameter and requires a knowledge and skill in the use of Braille for educational purposes.

Multiply Handicapped

A child shall be considered to be multiply handicapped who, after proper identification and classification according to the Administrative Code and NJSA 18A 47-1 et seq, is found to qualify in any two or more categories of handicap.

In addition, the handicapped conditions which interact must result in problems so complex that placement in programs designed for children with single handicaps will not result in significantly meaningful educational growth and achievement. Children having speech handicaps, other than aphasia, as a handicapping condition shall not be considered under this classification.

Determination of the classification shall be made by a basic Child Study Team augmented by appropriate medical and other professional specialists related to the handicapping conditions.

Severely Emotionally Disturbed

A child shall be considered to be emotionally disturbed when his behavior is characterized by a pattern of functioning which is so inappropriate as to call attention to itself and which severely limits the individual from profiting from regular classroom learning experiences or severely hinders other pupils in the class from profiting from regular classroom learning experiences. The severely emotionally disturbed child further characterizes himself by possessing severe and/or perceptual cognition handicaps, evidences abnormal behavior including failure to attend to even the most pronounced social stimuli, self mutilation, self stimulation, manifestation of durable and intense temper tantrums and absence of even the most rudimentary forms of verbal control. Severely emotionally disturbed children are oftentimes diagnosed as schizophrenic and/or autistic. Determination of the classification of severely emotionally disturbed shall be made by a basic child study team augmented by the evaluation of a psychiatrist trained or experienced in working with children.

All children must also demonstrate the inability to benefit from participating in existing regular and special educational programs available within the public schools or non-public school programs available to the district.

DECISION-MAKING COMMITTEE REPORT

August 21, 1974

A meeting of the decision-making committee was held August 21, 1974, 7:30 p.m., at the Educational Improvement Center-Northwest, Cedar Knolls, New Jersey.

The purpose of the committee was to make recommendations to the Regional Planning Units as to the process of decision making to be employed by the regions.

Discussion took place on the following items:

A. Working groups within unit

B. Weighing representation on working groups

C. Geographic distribution

D. Relating decisions made to Mission

E. Voting

F. Role of coordinating council members in the decision-making process

G. Regional council with each region

H. Consensus

After discussion on the above items (A-H) the following general recommendations were adopted:

I. That regions distribute the objectives and tasks to small groups, representative of the various backgrounds of planning unit membership, which might be called "working groups."

II. That each "working group" be weighed as best possible to reflect the composition of the planning unit. (i.e. if 30% of the planning unit is comprised of public school employees, then approximately 30% of each working group should be public school employees.

III. Each working group should not be dominated by any one geographic area of the region.

IV. That since "working groups" and the reports they submit will reflect the make-up of members of the regional planning unit, reports, recommendations, etc. should be submitted to the entire planning unit for a general consensus of opinion.)

V. That each region should determine the role of coordinating council members with regard to the council member's function in the regional process of action and decision-making.

VI. In order that proper decisions be made, information on which decisions are made should be as accurate as possible. If information used is somewhat faulty or incomplete, but must be used for lack of any additional information, the specifics of the inaccuracy or incompleteness should be made known to planning unit members.

FORMAT COMMITTEE REPORT

August 27, 1974

The format committee determined that the following areas might be in need of a uniform reporting procedure:

I. Identification of Children

II. Zoning Data

III. Identification of Services or Lack Of

IV. Existing Facilities and Sites

V. Existing Day Programs

VI. Availability of Personnel

VII. Educational Needs Assessment

  a. Activities and daily living

  b. Academic Area

  c. Vocational Education

  d. Recreational and Social

  e. 10 or 12-Month Facility

VIII. Development of Existing Facilities and Site Checklist

IX. Transportation

The following recommendations were made:

I. Identification of children to be served

  A. Factors for inclusion in the identification

    1. Name - only for individual child elected if given.

2. Age

3. Sex

4. Handicapping condition

5. Present programs, if any

    a. Public

    b. Non-Public

    c. Part-time

    d. Full time

    e. Ends program in ____ years

    f. Clinic

    g. Homebound instruction

    h. Hospital

    i. Out of State

II. Zoning Data

A. To be determined in facility and site checklist

III. Identification of Services

A. To be incorporated in identification of children

IV. Existing Facilities

A. Simple listing of available facilities and sites compiled in each region.

V. Existing Day Programs

A. Simple listing from State Dept. of Education of approved programs broken down by regions.

VI. Availability of Personnel

A. To be compiled as a statewide listing from colleges, voc. tech schools, organizations and related professions and services.

B. If later found desirable to be broken down into regions.

VII. Educational Needs Assessment

A. Use of priority ranking by parents and educators of established list of needs for target population as determined by the research and consultant.

B. Reported in the form of mean rankings by parents, educators and by combined groups.

C. The following educational needs areas be used in assessment.

Daily living	Recreational
Academic	Social
Vocational	

10 or 12 month facility - Breakdown by age and disability

VIII. Development of Existing Facilities - Site Checklist

A. To be developed by regional working groups with the aid of consultants.

B. Checklist to be used as guide. Taking into account physical plant needs as determined by working groups and state rules, regulations and mandates with regard to facilities.

IX. Transportation

A. To be reported in narrative form i.e. highway network availability, transportation times of children, etc.

B. Additional input in regard to transportation will be sought through the State Department of Education.

The following forms have been developed by the Format Committee for use in reporting data listed in Roman numerals I through IX.

SECOND REGIONAL MEETINGS

Second Regional Meetings were held throughout the State.

The meetings took place as follows:

August 28	7:30 p.m.	Regional Unit Meeting #1 Hackensack School for Hearing Impaired Union Street Hackensack, N.J.
September 10	7:30 p.m.	Regional Unit Meeting #3 Hunterdon Regional High School Annandale, N.J.
September 11	7:30 p.m.	Regional Unit Meeting #2 Millburn Avenue School Millburn, N.J.
September 12	7:30 p.m.	Regional Unit Meeting #4 Nassau Inn Princeton, N.J.
September 16	7:00 p.m.	Regional Unit Meeting #6 EIC-South Pitman, N.J.
September 19	7:30 p.m.	Regional Unit Meeting #5 Lakewood High School East 7th Street Lakewood, N.J.

The following agenda was developed for the Second Regional Meetings:

PLANNING UNIT MEETING

Agenda

I. Organization Process

Review Operational Process of Regional Committees

II. Mission

Review overall Mission Developed by Coordinating Council

III. Operation

Review recommended operational process of Planning Units.

IV. Definitions

Review recommended definitions of target population.

V. Procedures and Decision Making

Review recommended procedures and decision making process

VI. P.E.R.T.

Review overall operational Master Plan developed by Coordinating Council

VII. Plan of Action of Planning Unit

What next steps should planning unit take in order to begin planning process.

Discussion at the Regional Meeting took place on the following topics:

1. A review of the organization process of the Regional Committees.
2. The work of the Coordinating Council at their July 29th through 31st meeting.
    a. Mission - Review of the overall mission developed by the Coordinating Council.
    b. Definitions - Review of recommended definitions of the target population.
    c. Decision making - Review of recommended procedures and decision making process.
    d. Format - Review of recommended format for reporting regional data collected.
    e. PERT - Review of overall operational master plan developed by the Coordinating Council.
3. Plan of action of the Planning Unit - What next steps should the Planning Unit take in order to begin its actual work.

In each region "working groups" were set up to meet three enabling objectives of the PERT plan. The three objectives were as follows:

1. By October 18th children to be served by the physical facilities of Project SERCH will have been identified by age, sex, location, and classification of handicapping condition.
2. By October 11th the educational needs of the target population will have been identified by goal setting of parents and educators.
3. By November 1st the physical plant needs which meet the goals of the target population will be identified.

THE REGIONAL WORKING GROUPS

Identification

Educational Needs

Physical Plant Needs

IDENTIFICATION WORKING GROUP

The Identification Working Groups met in order to determine sources of data leading to the identification of the number of students to be served by Project SERCH facilities.

The regions varied only slightly in their recommendations regarding sources of data. Generally the Identification Working Groups suggested that data on student population be determined from "Home-bound Instruction", "Neither Educable nor Trainable", "Cannot Profit from Instruction", lists available from the State Education Department, County Offices of Education, etc.

Another area suggested was a gathering of data from "Institutions and Agencies" on children meeting Project SERCH definitions who would be placed at home if appropriate day programs were available.

The Commission for the Blind was still another Agency which may have appropriate data for Project SERCH.

The Identification Working Group also suggested that demographic data from the County Planning Boards and statistical data from the Bureau of Education for the Handicapped might be of value.

It was also suggested that identification of the pre-school population of children to be served might be of great assistance in planning.

Project SERCH staff gathered the requested data as best possible given the time constraints placed upon the Project.

Pre-school data was not gathered by the Project staff due to time constraints. However, the Region 4 Identification Working Group developed a phone campaign in order to gather pre-school data.

The following materials were developed by the Project SERCH staff.

Deaf - Blind

Region 1

Out - of - State

Bergen

Leonia - 1
Bogata - 1

Passaic

Paterson - 1

Hudson

West New York - 1
Union City - 1
Hoboken - 1

In State

Hudson

Jersey City - 2
Hoboken - 1

Passaic

North Haledon - 1
Paterson - 3

Out-of-State	6
In-State	7
Total	13

Region 2

Out - of - State

Essex

Nutley - 1
Glen Ridge - 1
Montclair - 1
Verona - 1
Newark - 1

Union

Summit - 1
Plainfield - 1

In-State

Essex

Newark - 4
East Orange - 1

Out-of-State	7
In-State	5
Total	12

Deaf - Blind

Region 3

Out - of - State

Morris

Parsippany - 2

In-State

Sussex

Pompton Plains - 1

Out-of-State	2
In-State	1
Total	3

Region 4

Out - of - State

Middlesex

Milltown - 1
Middlesex - 1

Mercer

Trenton - 1

Out-of-State	3
Total	3

Region 5

Out - of - State

Monmouth

Farmindale - 1
Cliffwood - 1

Ocean

Jackson - 1

Camden City

Camden - 1

In-State

Burlington

Rancocas - 1
Marlton - 1

Out-of-State	4
In-State	2
Total	6

Deaf - Blind

Region 6

Out - of - State

Camden

Berlin - 1

Gloucester

Williamstown - 1
National Park - 1

Salem

Elmer - 1

Atlantic

Hammonton - 1

Atlantic

Ventnor - 1

In-State

Camden

Collingswood - 1

Out - of - State	4
In - State	3
Total	7

INITIAL PROPOSED IDENTIFICATION FORM

TYPE OF HANDICAPPING CONDITION ______________

SERVICES

Age	M	F	Neither/Nor and cannot profit	Part Time	Full Time	Public	Private	Residential	Day	Clinic	Homebound	Out of State	I & A	Rehab.					A	B	C	D	E
Below 5																							
5																							
6																							
7																							
8																							
9																							
10																							
11																							
12																							
13																							
14																							
15																							
16																							
17																							
18																							
19																							
20																							

INITIAL PROPOSED IDENTIFICATION FORM

TYPE OF HANDICAPPING CONDITION ________________

SERVICES

Public	Private	Residential	Day	Clinic	Homebound	Out of State	I & A	Rehab.				A	B	C	D	E	F	G	H	I	J

- NEWS RELEASE -

FOR IMMEDIATE RELEASE
FOR FURTHER INFORMATION CONTACT Chuck Murray (609-589-3410)

"Parents of severely handicapped children are always the backbone of programs aimed at helping their youngsters", says Crystal Sargent, Project SERCH representative "we're sure we can count on their support in this effort."

Project SERCH is a massive state-wide program initiated by the N.J. Legislature and charged with the planning of much needed schools for children with severe handicaps. To complete their planning chores Ms. Sargent and her committee are going to need some parental aid to pin-point the number of preschool children in Mercer, Middlesex, and Somerset counties who would be eligible to attend the schools once they reach school age.

"The exact number of these children is very crucial" reports Ms. Sargent. "The size, number of staff, and types of learning programs of the proposed schools will all depend on the figure we arrive at."

To gather this information the SERCH Committee is requesting that parents of preschool deaf, deaf-blind, multi-handicapped, and severely emotionally disturbed children let them know of their child's existence by phoning SERCH representatives at (201) 725-8544, (609) 771-9276, or (609) 924-6280.

Parents need not use their names when they call, and all conversations will be strictly confidential ....

WEEKLY NEWSPAPERS

Media: The Store News
Contact: Mr. John Craven, Editor
Address: 323 Front Street
Dunellen, N. J. 08812
Phone: 968-4000
Deadline: Friday evening
Pictures: No facilities

Media: North Plainfield Times
Contact: Mr. Howard Polskin, Editor
Address: 203 West Seventh Street
Plainfield, N. J. 07060
Phone: 753-5577
Deadline: Friday evening
Pictures: Really likes to have them

Media: The Hunderdon County Democrat
Contact: Ms. Molly Lang, News Room
Address: P. O. Box 32
Flemington, N. J. 08822
Phone: 782-4747
Deadline: Friday evening
Pictures: Will use them

Media: Bernardsville News
Contact: Mr. Philip Nardone, Editor
Address: 17-19 Morristown Road
Bernardsville, N. J. 07924
Phone: 766-3900
Deadline: Friday Evening
Pictures: Will use them

Media: Piscataway-Dunellen Review
Contact: Miss Irene Kondratowicz, Editor
Address: 211 Lakeview Avenue
Piscataway, N. J. 08854
Phone: 968-5700
Deadline: Sunday night
Pictures: Concerning only Piscataway-Dunellen area

Media: The Somerset Spectator
Contact: News Room
Address: Rutgers Plaza - Easton Avenue
Somerset, N. J. 08873
Phone: 247-7997
Deadline: Monday noon
Pictures: Will use them

Media: Bound Brook Chronicle
Contact: Mrs. Mildred Raffle, Editor
Address: 15 Maiden Lane
Bound Brook, N. J. 08805
Phone: 356-2800
Deadline: Monday evening
Pictures: Would like them
Extra: At top of news release type:
"Attention Mrs. Sprinkle
Also affects Middlesex Chronicle"

Media: The Middlesex Chronicle
Contact: Mrs. Sprinkle
Address: 553 Bound Brook Road
Middlesex, n. j. 08846
Phone: 968-2222
Deadline: Monday Evening
Extra: See above information

Media: The Echoes Sentinel
Contact: Mrs. Flo Higgins, Editor
Address: 256 Mercer Street
Stirling, N. J. 07980
Phone: 647-1187
Deadline: Monday evening
Pictures: Will use them

Media: Somerset Messenger Gazette
Contact: Social News - Mrs. Batchelder, Women's Editor
General News - Mr. Tom Evans, Editor
Address: 36 East Main Street
Somerville, N. J. 08876
Phone: 722-3005
Deadline: Social Events (Penny Sale, Etc.)-Monday noon
General News (meetings, info.,etc.)-Tuesday noon
Pcitures: Their photographer - Contact two weeks in advance.
Our photographer - Deadlines as above

Media: South Somerset News
Contact: News Dept.
Address: 240 South Main Street
Manville, N. J. 08835
Phone: 725-3300
Deadline: Tuesday noon
Pictures: Would like them - 1 picture for all
Extra: At top ofpage type:
"News Release for:
Hillsboro Beacon
Franklin News Record
The Manville News

Daily Papers

Newark Star Ledger
380 Somerset St.
North Plainfield, NJ 07060

News Tribune
1 Hoover Way
Woodbridge, NJ 08884

Home News
How Lane
New Brunswick, NJ 08903

Courier News
Route #22
Somerville, NJ 08876

EDUCATIONAL NEEDS WORKING GROUP

The work of the Educational Needs Working Group centered around the gathering of information from parents and educators regarding their perceptions of appropriate goals and needs of the students to be served by Project SERCH facilities.

Consultants in the areas of the deaf, deaf-blind, emotionally disturbed, and multiply handicapped met at the Educational Improvement Center, Pitman, to pull together goals, objectives, and needs of the students of Project SERCH facilities. This was done in order to give the Regional Educational Needs Working Groups a starting point from which they would attempt to determine appropriate goals, objectives and needs to be prioritized by parents and educators throughout the State.

The Regional Working Groups modified the report of the consultants, and a survey form was developed. This survey was sent to the following agencies, schools and individuals on the request of the six regional Educational Needs Working Groups:

(For Survey and Results see State-wide Appendix)

EDUCATIONAL NEEDS AND GOALS
PARENT-EDUCATOR SURVEY

The following is a listing of organizations and agencies who were asked to participate in the Survey.

Although the major title of the organization or agency is listed, the individual local units or chapters of these agencies were asked to participate.

New Jersey Association for Retarded Citizens

Association for Children with Learning Disabilities

Easter Seals

New Jersey Association of Mental Health

Colleges (Public and Private)

Child Study Teams

United Cerebral Palsey

Day Training Centers

Private Schools of Special Education

State Institutions

Organizations serving the Deaf

Organizations serving the Emotionally Disturbed.

County Supervisors of Child Study

Catholic Dioceses Schools

State Regional Coordinators

Public Schools

Parent Groups

PHYSICAL PLANT NEEDS WORKING GROUPS

The Physical Plant Working Groups met to discuss the following: Requirements and desirable features for physical facilities as determined by the Office of School Plant Planning, visitations of existing facilities, construction costs, and barrier-free facilities. The working groups determined that in order to really plan for facilities, data being gathered by the Identification Working Group and Educational Goals Working Group was needed.

The working groups discussed aspects and problems of construction and renovation of facilities. The possible use of state land for purposes of construction of Project SERCH facilities was a major item of discussion. The groups determined that they would secure the identification of possible facilities and land sites for purchase locally on an individual basis.

The following materials were distributed:

Land site regulations check-list
Desirable features facility check-list
Barrier-free regulations
Facility requirements check-list
1973-1974 construction costs report

The groups desired to visit exemplary facilities and programs servicing the target population of Project SERCH. They felt that visitations of facilities and programs outside of the State should be coordinated by Mr. Murray. On the other hand, local or state visitations might be made by the Committee members themselves. For example, if a member of the Committee has made contact with a facility for a site visit to look at an existing and exemplary program and school plant, he could contact the members of the Committee to determine if any of them are available for the visitation which he arranged. Each member has agreed that those who do visit exemplary programs and facilities would write a short report discussing the facility which they had visited.

The regional Physical Plant Needs Working Groups throughout the state made visitations to the Suffolk County Developmental Center, N.Y., Bethlehem United Cerebral Palsy Center, Pa., Helmbold School, N.J., Vineland State School, N.J., just to mention a few. Reports on these visitations were developed and distributed.

The following materials were developed or gathered for the use of the Physical Plant Working Groups:

Facility Check List

Following Guide for School House Planning and Construction

Desirable Features

Reception Area ______

Administrative Offices ______

Health Unit ______

- a) waiting area ______
- b) examination room ______
- c) boys and girls restrooms ______

Teachers Area ______

- a) work area ______
- b) lounge ______
- c) mens and women's restrooms ______

Storage Areas ______

- a) equipment ______
- b) custodial ______
- c) supplies ______

Chalk boards ______
Display boards ______
Display cases ______

Floor Materials ______

- a) tile ______
- b) carpet ______

Locks ______

Internal Partition ______

Number of Stories ______

Exists and Entrances ______

- a) main ______
- b) emergency ______
- c) classroom ______

Corridor Separation ______

- a) gates ______
- b) doors ______

Classrooms ______

- a) wardrobe ______
- b) teachers wardrobe ______
- c) storage cabinets ______
- d) book shelves ______
- e) sinks ______
- f) work counters ______
- g) electric outlays ______

Conference Room ______

Ancillary Rooms ______

Library ______

- office ______

Gymnasium ______

Cafeteria ______

Type of seating______capacity ______

- kitchen ______
- auditorium ______
- all purpose room ______

Workshop Rooms ______

Playground ______

- entrance and exit ______
- easy access to restrooms ______
- equipment ______
- size ______

Electrical

- inter-communication system ______
- television outlets ______

Sanitation and Plumbing

toilet facilities in classroom ______
toilet facilities in halls ______
toilet facilities off of reception area ______

Shower Facilities

a) boys ______
b) girls ______
c) barrier free ______

Toilet Facilities for Kitchen Staff ______

Drinking Fountains

a) classroom ______
b) hall ______

Swimming Pool ______

Ventilation

classroom ______
corridors ______
other rooms ______

Land Site Checklist for Construction

I. Size of Site ________acres

Primary School
10 acres plus 1 acre for each 100 students ________

Middle & Junior High
20 acres plus 1 acre for each 100 students ________

Additional acreage for parking ________

II. Topography of Site

a) slope of land
flat ________
hill ________

b) wooded slopes ________
rock outcroppings ________
boulders ________
mounds ________
pits ________
streams or ponds ________
marsh ________

III. Accessibility of Site

major access road ________
wide street ________
in city ________
outside of city ________

IV. Site Safety

railroad crossing ________
auto speedway ________
heavy traffic lines ________
one way traffic on school road ________
loading and unloading facilities ________

V. Health

interference with natural lighting ________
excessive noise ________
odors ________
polluted air ________

VI. Utilities

access to:

gas ______
water ______
sewer ______
electric ______
telephone ______
fire protection ______

VII. Location of building on side

VIII. Initial Cost and Development Cost

clearing and grubbing ______
demolition and removals ______
earth moving ______
rock removal ______
storm drainage ______
water supply ______
sewage disposal ______
walks, drives, paving ______
underdrainage ______
electrical service ______
athletic facilities ______
sodding, top soiling, etc. ______
fencing, gates, etc. ______

Facility Check List

Following Guide for School House Planning and Construction

Requirements

Kindergarten - minimum 900 sq. ft. to 1,200 sq. ft. ______

Grades:
- 1 to 3 800 to 1,000 ______
- 4 to 8 700 to 900 ______
- 9 to 12 650 to 800 ______

Basement ______

Floor level of Instructional room of place of assembly less than 4'0" ascension to outside grade ______

Rooms with windows shall have no exterior obstructing wall within 20 ft. of it ______

Auditorium, cafeteria, etc. serving 300 or more-situated such that no more than 8'0" desent to reach outside grade ______

Ceiling Heights

Classroom not less than 9'6" ______
Storage not less than 8'0" ______

Cafeteria, shop, library, music room -
- appropriate for its use ______
- not less than 9'6" ______
- storage not less than 8'0" ______

Corridors

All rooms must open on to exit at end of hall ______

Primary corridor (serve 4 or more rooms) ______

Width K-8 7' ______
- with 1 side locker 8' ______
- with 2 side lockers 9'6" ______

Width 9-12 7'6" ______
- with 1 side locker 8'6" ______
- with 2 side lockers 10" ______

Primary Corridors reduced by 1" width when rooms have outside exit ______

Secondary corridors (less than 4) ______ and designed for no further expansion width may be reduced by 1'6" from primary ______

Termination and Dead End Pockets

Corridors terminate with exit ______

No corridor may dead-end beyond its exit by more than 10' ______

If lobby depth not greater than width ______

Windowless Classrooms

Corridors provided with electro-magnetic smoke doors ______

Electro-magnetic doors not required if full sprinkler system ______

Open Plan Building

Not exceed 30,000 sq. ft. in undivided area ______

Solid wall or smoke stop partition every 300 ft. ______

Distance from any point to an exit, not to exceed 100 ft. ______

Exits independent from assembly portion ______

Exit Door Width

22" wide unit ______
42" 17 2 units ______
64" 11 3 units ______

1 unit for every 3 rooms or fraction thereof ______

Auditoriums - one unit for each 100 persons based on 7-1/2 sq. ft./person ______

Gymnasiums, multi purpose, etc. - one unit for each 100 persons based on 9 sq. ft./person ______

Cafeteria

One unit for each 100 persons based on 10 sq. ft./person ______

Library

One unit for each 100 persons based on 40 sq. ft. of reading area per person ______

Auditoriums & Gyms in frame buildings - one unit for every 300 sq. ft. of floor area ______

Total Number of Exit Units

Total number of exit units for first floor - Add
Number of units for 1st floor ______
Number of units for 2nd floor ______
1/2 number of units for 3rd floor ______
+ number of units for basements ______
Total ______

Exits

At least one exit within 120 ft. from each instructional room ______

No step within 4 ft. of entrance or exit ______

All pupil exit doors from bldg. or auditoriums, gym site must have panic bars ______

Locks on all doors used by pupils shall be knob operated, unless equipt with panic bars ______

Interior doors to toilet and locker rooms must be self-closing ______

Stairways

One stairway unit=22" width
Stairway width 42" clear for exits ______

One stairway unit for every 3 instructional rooms or for every 100 occupants above 1st floor

Number of Stairways Required

Minimum of 2 stairways for building with not more than 12 classrooms or 400 occupants above 1st floor ______

No stairway more than 4 units in width ______

Location of Stairway

At least one within 120 ft. of instruction or assembly room ______

Ramps

Shall not exceed 1 ft. rise for 10 ft. of run ______

Non-slip finish ______

Ventilation

Must be equipt with mechanical air supply ventilation system ______

Exhaust Relief

Finishing rooms, laboratories, kitchens, home economic rooms, locker rooms, toilets, etc. ______

Exhaust equal to 110% of supply requirements ______

Air Exhaust

Instructional Rooms - through clothing storage, lockers, or individual room units ______

Not to or from corridor ______

Kitchens, shops; laboratories, toilets, etc.
mechanical power exhaust ______

Built-in mechanical exhaust system for internal combustion engine, heat-treating furnace, spray-painting booth ______

Recirculated air permitted except in shops, labs, toilets, etc. ______

Heating

Uniform temperature of:
North N.J. 70°F in 0 weather ______
South N.J. 70°F in +10°F weather ______

Automatic control in all pupil occupied areas ______

Independent control recommended for offices, library, auditorium, etc. ______

All heater rooms to have exterior window or skylight to serve as release in event of explosion ______

Air Conditioning

See Standard No. 90A of National Fire Protection Association ______

Sanitation

Sewage ______

Septic ______

Toilet Facilities

No general pupil toilet room shall contain less than 2 of each of respective fixtures required ______

Kindergarten

Rooms shall have separate water closet and lavatory ______

Entrance to toilet rooms and locker rooms shall be screened to prevent visibility ______

Stall Partitions required ______

No pupil toilet facilities in basements ______

Multi-story must have facilities for both boys and girls on each floor ______

Number of Fixtures

Minimum based on 30 pupils/classroom water closets
-Girls
grades 1-8 one to 30 pupils ______
grades 7-12 one to 45 pupils ______
-Boys
grades 1-3 one to 60 pupils ______
grades 7-12 one to 90 pupils ______

Urinals
-Boys
grades 1-8 one to 30 pupils ______
grades 7-12 one to 45 pupils ______

Lavatories
all grades one to 50 pupils ______

Drinking Fountains

Elementary - one drinking fountain for each 50 pupils up to 250 ______

Secondary - one fountain for each 75 pupils up to 300 ______

When fountains installed in classrooms, pupil capacity of these rooms shall not be used in computing total building capacity ______

At least 2 drinking fountains in every building (one must be for public use) ______

Not less than 1 fountain per floor ______

Must be angle-stream type ______

Kindergarten rooms must have fountain ______

Fountains prohibited in toilet facilities ______

Custodians' Closet
    sinks ______
    storage ______
1 per floor ______
    ventilation ______

Safety

Fire Safety

Frame Construction ______
(must be one floor-no basement)

Each classroom must have outside exit ______

No other frame structure closer than 100 ft. ______

Built in Fixtures

Stage, music room, etc. must be of non-combustible construction. ______

Corridors free of obstruction ______

Escapes

Fire escapes - all metal ______

Long flights - intermediate landing ______

Wire Mesh Screen ______

Exit doors to escape-Panic Bar ______

New building - no fire escape ______

Other Methods ______

Fire Alarms ______

Automatic fire detection equipment required ______
Exceptions:
    a) one story bldg. with direct exit to outside from all instructional rooms ______
    b) one story bldg. of non-combustible construction have outside exit doors or operable window sash ______

Exterior alarms required ______

Alarms must have emergency power source ______

Manual Alarms required at:
    Kitchen ______
    Heater room ______
    Places of assembly ______
    Main office ______
    Near exit doors ______

Recommended that alarm connect with Police and Fire Dept. ______

Sprinkler system required in windowless rooms ______

Ducts, Flues & Plenums

Must be non-combustible ______

Exhaust duct shall not empty into attic, halls, or stairways ______

Equipment Safety

Electrical equipment-grounded ______

Emergency fuel cut off switch ______
Gas heaters-vent to exterior ______

Gas shut off values ______

Lighting

Uniformity of illumination ______

Emergency lighting
required: stairways ______
corridors ______
locker rooms ______
exits ______
windowless instructional rooms ______

General School Lighting

Stair & Corridor-3way switch ______
Exit lights ______

Electrical Requirements
classrooms-at least 2 duplex outlets ______
Assembly rooms-convenience outlets ______

Inter-communication system
School-wide mikes & speakers ______
TV & Radio outlets ______

Day Lighting

Height of window area not less than 5'6" above floor ______

At least 1/2 window area shall consist of operable sash for ventilation ______

When window stool is more than 4'0" above finished floor, emergency exit must be provided ______

CONSIDERATIONS FOR DESIGN AND PLANNING AN ELEMENTARY SCHOOL FOR HANDICAPPED CHILDREN AND NORMAL CHILDREN

Mrs. Beth Fowles, Chief
Department of Physical Therapy
Highland View Hospital, Cleveland, Ohio

The choice of a site is extremely important from the standpoint of accessibility to the building. Each child is handicapped by a different disability and poses a specific problem. Entering the building at ground level will mean greater independence for all children who arrive by automobile or station wagon. Often times a slight incline or a four inch step is a physical impossibility for children using braces, crutches and/or wheel chairs. Therefore, a level entrance will eliminate the need for assistance when entering and leaving the building as well as providing a safe and easy manner for wheel chairs to enter the building.

If the handicapped children are brought by bus to school, the floor level should correspond with the dimensions of the bus. Building a ramp for this is a waste of money and will be an added daily expense for personnel to assist the children in and out of the bus.

The door frame, through which the handicapped child enters the building, should be at least forty-four inches wide. Grab rails should be provided on either side of the walk, mounted twenty-six to twenty-eight inches in height from the floor and four inches out from the wall. The material best suited for this railing is oak railing stock. The passage way from the bus to the school should be well protected by on overhang. It should be free to obstructions and not used by the other children. It should be at least four feet wide for the ambulating children. A separate space on the other side of the grab rail, at least three feet in width, should be designated for wheel chair patients. Wheel chairs of varying sizes and types should be provided by the school for those children who require them. This extra expense will be more than justified by the daily saving in labor of transporting each wheel chair, along with the children, to and from school.

Storage on the bus is always a problem. Many times an extra bus is necessary to cope with the extra space needed for wheel chairs.

Careful planning and instructions to the bus driver in the proper transfer methods to use with each child will protect both the child and the driver. The use of good body mechanics in lifting of dead weight is a "must" for each staff member who will be assisting handicapped children.

Moveable capboards with space for supplies and coat hangers should be provided within the classroom.

Throughout the school building on all walls and corridors, grab rails should be provided to encourage indepenent walking for the children. Many of the cerebral palsied children will be learning how to walk independently for the first time, and grab bars will be of great assistance. This will give them a feeling of security and independence, helping to build endurance.

The architect will profit by using the services of a physical therapist or a doctor of physical medicine as a consultant on the actual design of the building, equipment and furniture for these children. Quite frequently a severely involved child can accomplish miracles in writing, reading and arts and crafts if he is positioned properly to take advantage of his physical limitations to the maximum degree of efficiency. Although each child presents an individual problems, quite frequently a well designed chair or good work area will be suitable for several children with only slight inexpensive individual adaptations. Adjustable standing tables can be made, combining work, play and treatment areas.

Physical, occupational and speech and hearing departments should be incorporated within the school building where daily treatments for the children are given during their free hours. Proper scheduling should permit treatments once or twice daily without interruption of the regular school program. An outdoor treatment area should be integrated with their play area. For example, stairs of varying elevations and depths should be worked into the landscaping of their recreation area. Surfaces of varying materials such as cement, ground, asphalt, grass, bricks and sand should be present in appropriate activity areas. Children need to practice walking with crutches and braces on different textured surfaces because each one presents a different and new problem in balance and neuro-muscular coordination.

Classroom areas should be uncluttered and as free from partitions, doors, sharp angles, corridors, etc. as possible. A circular structure with seven and one half foot ceilings, good lighting and accoustics is recommended. Where doors are necessary, they should be of the sliding or gliding variety for ease in management from a wheel chair or when using crutches or canes.

The toilets should be wall hung and mounted 16 inches from the floor to the top of the toilet seat. Grab bars should be mounted diagonally beside each toilet. In each toilet room,toilets should be mounted on right and left walls to provide access for children with right and left paralyzed extremities. A distance of thirty-six inches of free space should be available on one side of each toilet opposite the grab bar so that a child with good power in his arms and no power in his legs can back his wheel chair up to the wall parallel to the toilet, remove the arm rest nearest the toilet and by doing a body "push-up" transfer on to the toilet independently. The wall hung toilet will provide free space for the foot rests of his wheel chair to be lifted up and his feet will not become wedged between the wheel chair and the toilet, as so often happens with the conventional pedestal type base.

The wash bowls should be extended four inches out from the walls and raised just enough (approximately twenty-seven inches) to allow free clearance of the wheel chair arms. Pipes beneath the wash bowls should be concealed or placed in such a manner that the children's knees will not come in contact with them. Many children who have no sensation in their legs could easily receive severe burns from this contact. The mirrors should be hung at a lower level than usual to accommodate the wheel chair patients.

The architect should attempt to design the classrooms with an as intimate home-like atmosphere as possible to cope with the psychological problems of adjustment from home to school experienced by all physically handicapped children. The transition from an extremely protected home environment to a busy, sterotyped, rigid, large, bustling school can be most traumatic for a handicapped youngster. This does not in any way indicate that the handicapped children should be separated from the others, but extra consideration to intimate grouping classrooms with flexible partitions is recommended.

Drinking fountains should be designed at a level where they can be easily reached from the wheel chair, or a moveable arm should be adjustable to the children's needs. The best fountains I have seen for children in wheel chairs are built into the wall and run continually in an arc great enough that children of many different heights, both in wheel chairs and walking, can have easy access to it. It is, of course, necessary to have knee space cut out in the wall below the fountain to allow the wheel chair children to approach the fountain close enough to reach it.

In planning the educational program for the elementary school, handicapped child teachers should work closely with the physical, occupational and speech therapists. An individual program for each child should be set up as soon as possible. This will include selection of a suitable work and plan area; method to be used in the cafeteria, toilets and play areas; the best methods to be used in selfcare activities and evaluation of speech and hearing, with emphasis on the method of speech training used during therapy with carry over into the classrooms. Quite frequently, the physical therapist and speech therapist will give the patient exercises in breathing to improve muscle function as well as speech. The physical education teacher can reinforce this with extra practice sessions during play periods. During the oral reading sessions, the school teacher has a golden opportunity to help her student improve his speech. Knowing that a child is completely deaf in one ear will mean that all instructions must be directed towards his "good" ear. Many children have failed in school because of oversights of this sort.

The occupational therapist can design mouth sticks and teach the children how to use them to paint, type and turn pages of a book with them. The use of strong colors in large blocks or panels will be pleasing to the child. Good pictures, murals, good music, etc. should be a daily part of his education.

The lounge area should have studio divans, approximately five feet long and twenty-six inches wide, sixteen inches from the floor. These should be upholstered with two inch foam rubber covered with Naugahyde. These will be used daily on a physician's order for children who are confined to wheel chairs sitting all day. Face lying for thirty minutes daily will help prevent shortening of hip and knee muscles. Tables should be constructed so that twenty-seven inches of open space is allowed for the wheel chair arms to fit under the table. This will provide a close approach to work surfaces.

Designing the school to bring the outside (nature) into the classroom with a generous use of glass will add greatly to the child's interest and educational growth and development.

*Reprinted from Cerebral Palsy Review, Jan-Feb., 1961

State of New Jersey
DEPARTMENT OF EDUCATION
225 WEST STATE STREET
P.O. BOX 2019
TRENTON, NEW JERSEY 08625

_M_E_M_O_R_A_N_D_U_M_

June 3, 1971

TO:	All Boards of Education School Architects and Engineers
FROM:	Bureau of Facility Planning Services New Jersey State Department of Education
SUBJECT:	Facilities for the Physically Handicapped

Chapter 42, Laws of 1971 is an act requiring boards of education to include facilities for the physically handicapped in plans and specifications for public work. It was signed by the Governor on March 8, 1971 and becomes operative September 8, 1971. Therefore, all final plans and specifications for public school construction accepted by the Department of Education after September 7, 1971 shall conform to the provisions of the law as outlined on the accompanying pages.

All preliminary plans accepted by the Department of Education after June 7, 1971 shall also comply with these specifications.

State of New Jersey
DEPARTMENT OF EDUCATION
225 WEST STATE STREET
P.O. BOX 2019
TRENTON, NEW JERSEY 08625

Implementation of Chapter 42, Laws of 1971

Facilities for the Physically Handicapped

June 3, 1971

I- RAMPS

At least one principal entrance to the building shall be provided with a ramp access and any corridor change in level shall provide a ramp as follows:

1. A ramp shall not have a slope greater than one inch per foot.
2. Handrails shall be provided on at least one side and preferably two sides. It shall be 32 inches in height, have a smooth surface and extend one foot beyond the top and bottom of the ramp.
3. Only a non-slip surface shall be provided.
4. A level platform shall be provided at the top which is at least five feet by five feet. This platform shall extend at least one foot beyond each side of the doorway opening.
5. Ramps shall have at least six feet of straight clearance at the bottom.
6. Ramps shall have level platforms at least four feet long at 30 foot intervals and at each turning point.

7. Ramps and platforms shall have a minimum width of three feet.

8. The floor on the inside and outside of each doorway used by pupils shall be level for a distance of five feet from the door in the direction the door swings and shall extend one foot beyond each side of the door.

9. Sharp inclines and abrupt changes in level shall be avoided at doorsills. Thresholds shall be flush with the floor as much as possible.

II- TOILET ROOMS

On each floor occupied by pupils at least one water closet stall, for each sex, shall be provided in the general pupil toilet rooms, to accommodate wheel chair pupils as follows:

1. The toilet stall shall be at least three feet wide and five feet deep.

2. The toilet room entrance door and stall door shall be not less than two feet eight inches wide and swing outward, preferably against a side wall.

3. Grabrails shall be provided on each side, 33 inches high and parallel to the floor, one and one-half inches in outside diameter, with one and one-half inches clearance between rail and wall or panel, and fastened securely at ends and center.

4. A wall-mounted water closet located off-center in the stall and at one side, 18 inches from the center of the fixture to the side wall, with the seat 20 inches from the floor shall be provided.

5. At least one wall-mounted urinal with the opening of the basin 19 inches from the floor shall be provided, or shall have floor-mounted urinals that are level with the main floor of the toilet room.

6. A mirror shall be provided which shall be located so that the lowest edge is within three feet of the floor.

7. Towel racks, towel dispensers, disposal units, toilet paper dispensers, and soap dispensers shall be provided and mounted at a maximum height of three feet four inches from the floor.

III- DRINKING FOUNTAINS

A drinking fountain shall be provided on every floor used for pupil occupancy as follows:

1. Water fountains or coolers shall have up-front spouts and hand-operated controls.
2. The height of the basin shall be three feet above the floor.
3. A wall-mounted cooler is preferable. Fully recessed water fountains are not recommended unless the alcove is wider than 32 inches.

IV- ELEVATORS

In any multi-story building an elevator, sufficient in size to accommodate a wheelchair, shall be provided as follows:

1. Elevators shall be accessible to, and usable by, the physically disabled at all levels normally used by pupils and the general public.
2. The elevator shall provide a turning space of not less than 60 x 60 inches.
3. Call buttons and operating controls shall be located not more than four feet above the floor level.
4. Handrails shall be provided on three sides of the elevator car.
5. The elevator shall be designed in accordance with the American Standard Safety Code for Elevator, Dumbwaiters and Escalators ASA-A 17.1.

V- SHOP-LABORATORIES

In all laboratory and shop facilities at least one working area dimensioned to permit use by physically handicapped pupils shall be provided as follows:

1. An adjustable work surface shall be provided

with clearance underneath sufficient to accommodate a wheelchair.

2. At least three feet of clear space shall be provided in and about the work area to provide mobility for a wheelchair.

VI- TELEPHONES

One public telephone at a height accessible to wheelchair pupils shall be provided as follows:

1. The telephone dial, handset and coin deposit slots shall be not more than four feet above the floor.
2. The enclosure shall be located and designed so that it can be accessible by a person in a wheelchair.

* * *

In addition to the above mandatory provisions, the recommendations outlined in the American Standard Specifications for making buildings and facilities accessible to, and usable by, the physically handicapped should be carefully considered in the design and construction of all future school buildings and additions. Copies may be obtained by writing to American Standards Association, Inc., 10 East 40th Street, New York, New York.

For any clarification or additional information please contact the director of the Bureau of Facility Planning Services. The mailing address is P.O.Box 2019, Trenton, New Jersey 08625. The phone number is 609-292-4411.

Construction Costs

December 14, 1973

Re: Meeting with Edward A. Spare, Director of Facility Planning Services - Construction Costs

Rule of thumb guidelines

1. $40.00 per sq. ft. (including land preparation)
2. + 15% for furniture and equipment (could be more depending on handicap)
3. + 6% for Architectural fees
4. + 3% legal and bonding fees
5. + cost of land

The following are sq. ft. requirements per pupil as found in Schoolhouse Guide.

Primary - 70 sq. ft. per pupil
Junior - 110 " " " "
High School - 150 " " " "
K - 8 School - 100 " " " "

We would not be held by these. We should determine based on children served one sq. ft. needs.

If we buy existing buildings, cost for renovations run around $60/sq. ft.

Add 10% to costs per year or 1% a month from time bid goes out.

Final plans take six months to prepare before going out for final bid.

Land Space Requirements

	Basic
Elem.	10 acres and an additional acre for each 100 children
Middle S.	20 " " " " " " " " "
High School	30 " " " " " " " " "

We can alter this requirement for needs of population or because of available land.

The Department of Environmental Protection must rule on all building sites.

Educational space will make consultants available to us if we need them.

DEFINITION OF EDUCATIONAL SPECIFICATIONS

The term "Educational Specifications" has been defined by a number of people and in a number of ways. A consensus of opinion on the subject suggests the following brief definition:

> Educational specificiations are statements which specify to an architect what is to be required of a proposed educational facility to implement a specific educational program in the most efficient and effective way.

It should be noted first of all, from the above definition, that educational specifications are not the same as master plans. Master planning for educational facilities is a study of an entire school system with regard to facilities needed in the future, particularly until such a time that all land in the community is developed and there is no longer any significant growth anticipated in the school population. A complete master plan will provide a basis for educational specifications for each existing and proposed school in the community in terms of numbers of pupils to be housed and the philosophy and program of learning to be implemented. The master plan is not, however, a substitute for educational specifications.

It should be clear also from the above definition that educational specifications are needed as much, if not more, for school modernization programs as for new buildings and additions.

WHAT TO INCLUDE

Educational specifications are developed for each building program to best give the architect of the project directions with regard to the occupants of the building and the activities to take place in and around the school building. A possible outline to follow in writing educational specifications for a specific building project is as follows:

I. Background Information

- ___*A. Educational goals and aspirations of the community*
- ___*B. Philosophy of the teaching-learning process.*
- ___*C. Desired environment for learning.*
- ___*D. Funds available for project.*

II. School Population Characteristics

____A. Age and grade organization of pupils.
____B. Number of pupils (at time construction is complete and maximum number anticipated for this school).
____C. Physical and mental handicaps anticipated—types and numbers of pupils.
____D. Extent of adult use evenings, weekends, holidays and summers.
____E. Numbers of administrators, faculty and staff.

III. Educational Program (Summer as well as school year)

____A. Curricular experiences and activities (indoor and outdoor).
____B. Co-curricular experiences and activities (indoor and outdoor).
____C. Frequency and duration of each educational experience and activity (daily, weekly, monthly, and annual schedule).

___D. Number of instructional spaces needed for each activity (based on total number of pupils involved during any given time period, number of pupils in each group, and time schedule of activities).

___E. Unique teaching-learning methods to be used.

___F. Educational technology (audio-visual equipment, special areas, and teaching machines) to be utilized.

IV. Auxiliary Services

A. Administrative Organization.

B. Health services.

___C. Guidance program.

___D. Special services program.

___E. Food services.

___F. Faculty activities.

___G. Numbers and kinds of auxiliary spaces needed.

V. Physical Features of Building and Site

___A. Site size and location.

___B. Kinds, orientation, and unique physical features of outdoor spaces (including utilities and parking) needed on site.

___*C.* *Kinds, number, orientation and floor area of instructional and ancillary spaces inside building. (See School Capacity bulletin.)*

___*D.* *Unique features desired in each space (ceiling height, light control, ventilation, furniture, equipment, utilities, acoustical requirements, temperature and humidity controls, color, floor materials, flexibility, intercom, and electronic data retrieval terminals—audio and visual).*

___*E.* *Aesthetic features and provisions for health, safety, comfort and enjoyment of occupants.*

___*F.* *Features necessary for efficiency of operation and ease of maintenance.*

Future Expansions, Adaptability and Flexibility of Space

___*A.* *Anticipated additions.*

___*B.* *Possible changes in the educational program and teaching-learning methods and activities.*

It should be evident from the above list that a number of decisions must be made prior to the actual writing of educational specifications. The local board of education and chief school administrator should determine how these decisions are made. A citizens' committee might be organized to make decisions regarding community growth, goals, aspirations, and the financing and use of new facilities. Teachers and students might also be organized to define all aspects of the educational program and the kinds of spaces needed. Educational and architectural consultants (including N.J. State Department of Education personnel) should be consulted to evaluate existing facilities and make recommendations regarding sites and buildings. It is questionable whether all of these decisions can or should be made by central office personnel alone, or even by an outside consultant on his own.

The educational specifications then become a compilation of all the decisions which have been made affecting the planning of educational facilities. This information is then given to the architect, who has been selected by the Board to design a facility.

THIRD REGIONAL MEETINGS

Project SERCH
Regional Meetings

Region 1	December 4, 1974 7:30 p.m.	Hackensack-Little Ferry Holiday Inn
Region 2	December 3, 1974 7:30 p.m.	Kenilworth Holiday Inn New York Room
Region 3	December 5, 1974 7:30 p.m.	Ledgewood-Netcong Holiday Inn
Region 4	December 10, 1974 7:30 p.m.	Princeton Holiday Inn Route 1
Region 5	December 11, 1974 7:30 p.m.	Holiday Inn, Route 9 Lakewood
Region 6	December 12, 1974 7:30 p.m.	Archway School Jackson Road, Atco

REGIONAL PLANNING UNIT MEETING

AGENDA

I. Overview and Objectives

II. Identification

III. Educational Goals and Needs

IV. Physical Plant Needs

V. Educational Specifications

VI. Recommendations

VII. Next Steps

The third regional planning unit meetings of Project Serch were held throughout the state during the first two weeks of December 1974. Each meeting began with an overview of pertinent legislation, S-885 and S-441, and a listing of objectives to be met by the end of the meeting. These objectives are as follows:

1. Examination and adjustment of identification data to be used in determining the educational specifications of facilities desired by the region.
2. Discussion and examination of educational goals and needs as prioritized by parents and educators throughout New Jersey.
3. The examination of desired physical plant needs as perceived by members of the physical plant needs working groups.
4. The determination of educational specifications for facilities desired by the regional planning units.
5. Other recommendations with regard to administrative organization, staffing, transportation, and other such items.
6. To determine the next steps to be taken by the regional planning units and the coordinating council with regards to their recommendations.

By far the most important and time consuming objective discussed were the educational specifications to be determined by the regional planning units. Each planning unit followed a general outline which was derived from materials supplied by the Bureau of School Plant Planning and Construction. The first step in the process was to gather background materials for these educational specifications. Each regional planning unit determined the goals that they felt were desirable in planning these facilities. They examined the parent and educator goals the survey conducted and that the funding of their recommendations would be based upon decisions made by the State Board of Education and the Commissioner of Education.

The second item under educational specifications discussed the school population, utilizing identification data compiled by the Educational Improvement Center's staff and data derived from the 1970 census and the percentage of handicapped children supplied by the Federal Bureau of Education for theHandicapped. Adjustments were made in determining the specific number of children to be serviced by Project Serch facilities within the region.

The third area of concern was educational programs. Discussed were the curricular and co-curricular activities that may require specific modications in building plan. In addition, unique teaching methods which might require features to be constructed within the facility were also discussed. Another topic under educational programs was the adult and community use of the facility. A final topic was educational technology. What specific technological advances in education might be built into the Project Serch facilities.

The fourth area of discussion under educational specifications was ancillary services. This general category was broken down into discussions of administrative organization, health services, guidance services, special services, food services, large group instruction areas, and storage. Physical features were also discussed. This being the mean topic of discussion within the determination of educational specifications. The areas of discussion under physical features were sight and location of facilities within the region, size of these facilities, playground and parking areas, instructional and ancillary spaces to be utilized. The last area of discussion under educational specifications were unique features that the participants might wish to include in their facilities. Some examples of these might be swimming pools, built-in videotape capabilities, maintenance storage, one or two-story facilities, etc. The final topic of discussion at these meetings were the steps to be followed in making the final report which would be submitted to the State Board of Education. Discussion evolved around the coordinating council's final meeting in which state-wide recommendations would be made and presentation of the final report to the State Board of Education.

REGIONAL RECOMMENDATIONS

The regional recommendations contained in this report take the form of Educational Specifications. Each regional Planning Unit developed Educational Specifications based on identification data, educational goals, physical plant needs and the participants own expertise.

The Regional recommendations contained in this section of the total report are reported in a format derived from information obtained from the Bureau of School Plant Planning and Construction. Preceding the specific regional recommendations is an Educational Specifications Form which was utilized as a guide by the Regional Planning Units in making their recommendations.

Following the regional recommendations are tables utilized by the Regional Planning Units in determination of appropriate facilities for their particular regions.

These regional recommendations were determined at the third regional Planning Unit meetings.

All recommendations contained in the final chapters of this report were based on the needs of the low incidence handicapped children within each region and throughout the State of New Jersey as perceived by Project SERCH participants. The participants based their recommendation on data identifying the population to be served, the educational needs of the target population and other sources as desired by the participants.

The recommendations contained herein reflect the best possible facilities which would meet the needs of the low incidence handicapped children of this state.

PROJECT SERCH

EDUCATIONAL SPECIFICATIONS

Background

a) State Goals in Special Education
b) Parent and Educator Goals and Needs (via Survey)
c) Funds

School Population

a) Ages, Numbers, Handicapping Condition
(See Identification Statistical Sheet)

Educational Program

a) Curricular and Co-curricular Activities
(Parent and Educator Survey)
Planning Unit Comments
b) Unique Teaching Methods
(i.e. Behavior Modification, Time-out, Kitchens in rooms, etc.)
c) Adult and Community Use
d) Educational Technology (i.e. Audio equipment, Ceiling tracks, videotape, etc.)

Ancillary Services

a) Administrative Organization (i.e. Administrators, Program Director, etc.)
b) Health Services (i.e. full-time nurse, M.D. available, etc.)
c) Guidance (i.e. Psychologist, Social Worker, Crisis Teacher, etc.)
d) Special Services (i.e. Speech, Physical Therapy, Occupational Therapy, adaptive Physical Education, etc.)
e) Food Services (i.e. Kitchen, Cafeteria)
f) Auditorium, All-purpose room, etc.
g) Storage (i.e. Prosthetic equipment storage, A.V. storage)

Physical Features

a) Site and location
b) Size
c) Playground, Parking, etc.
d) Instructional and Ancillary Space (i.e. Physical Therapy, Occupational Therapy, Vocational Training, Health, Conference Room, etc.)

Unique Features

a) Swimming Pool
b) Built-in Videotape
c) Maintenance Storage
d) One or two stories

RECOMMENDATIONS

REGION 1

REGION I
(Bergen, Passaic and Hudson Counties)

EDUCATIONAL SPECIFICATIONS RECOMMENDED

Background

A. Educational Philosophy

The Legislature should provide for the maintenance of a thorough and efficient system of free public schools for the instruction of all children in this state between the ages of birth to 21 years.

That every handicapped child will have a quality, sequential educational program, birth to 21 years of age, commensurate with his needs wherever he resides in the State of New Jersey.

That every child, including handicapped children, shall have readily available the services of a basic child study team to identify, diagnose, classify and to place him in an appropriate educational program.

That every handicapped child shall have a certified teacher who will possess the skills and understanding, to provide quality education commensurate with his needs.

That every handicapped child shall have the opportunity to participate in all educational programs and services available to all children within a local school district commensurate with his needs. (Vocational Education, Art, Music, Physical Education, etc.)

That every handicapped child shall have an opportunity to partake in educational experiences with non-handicapped school children commensurate with his needs.

Every parent of a handicapped child be trained in how to deal with their child in order that training may be continued in the home.

B. Parent and Educator Goals and Needs

(See state-wide Appendix)

C. Funds

Facilities will be established under the $25,000,000 bonding authority as determined by law.

School Population

A. Regional Total - 1015 severely handicapped children. (This figure based on Identification data plus additional figures supplied by Regional Planning Units.)

(See attached Tables) (See State-wide Appendix)

Educational Program

A. Curricular and Co-curricular Activities

Extensive recreational programs on a year round basis should be offered.

Camping experiences and other such activities should be offered.

B. Unique Teaching Methods

Time out rooms or portable booths for use as time out rooms should be available for each room.

Bathroom facilities should be established in each room. These toileting facilities must be constructed so as to be barrier free and of suitable size for instruction.

Kitchen facilities should be constructed in each room, consisting of stove, refrigerator, sink and storage.

Adjustment classroom should be established to be utilized by new students for initial evaluation, etc.

C. Adult and Community Use

Sheltered workshop set up within each facility. The facilities should conduct adult and community education programs when the facility is not in use by day students.

D. Educational Technology

One-way observation mirrors with sound be installed for each classroom.

Audio-visual capabilities in each room.

Closed circuit TV hook-up in each room for outside and videotape use.

Ceiling tracks for physically impaired should be installed in appropriate rooms.

Telephone (intercom) in each room designed for use by the handicapped should be installed.

Ancillary Services

A. Administrative Organization

Head administrator

Program Director or Directors

Certified teacher

Aides - Minimum of 3 per classroom

Volunteers - as needed in order to maintain 1 to 1 adult to student ratio in the classroom.

B. Health Services

Health Suite

Full time nurse

Dentist, Opthomologist, M.D., Neurologist, audiologist and Orthopedic physician available to the facility.

C. Guidance

Some form of inhouse child study team.

Learning Disability teacher/consultants on a ratio of 1 per 100 students.

Task analyst

C. Guidance (Continued)

  Social workers as needed

  Follow-up staff for: Counselors, industrial and vocational guidance (1 per 200 students)

  Parent Training Program

D. Special Services

  Speech Therapists (1 per 35 students)

  Physical Therapists (1 per 30 students)

  Audiologist to be available

  Occupational Therapists

  Adaptive physical education

  Art

  Music (Special floor treatment to carry vibrations for deaf children)

  Driver Education

E. Food Services

  Cafeteria and in-classroom eating facilities where desirable.

  Dietitian for special diatetic problems.

  Kitchen staff

F. Specialized Auditorium

  Wide rows

  Space for wheelchairs

  Movable walls

  Gymnasium

C. Storage

Storage in each Therapy room

Environmentally controlled multi-media room in each building.

Physical Features

A. Site and Location

The Planning Unit felt that three sites within Region 1 were needed in order to assure ease of transportation and program availability to all children included in the target population who reside within the Region. It was proposed that one facility be located within each county. The following sites are recommended for further examination by the State.

Site 1

Paramus (Bergen Co.) area (15 acres owned by the County)
This land is suitable for construction and is adjacent to a number of services.

Site 2

NIKI Base (36-plus acres)
This site is located in Wayne, N.J. near the juncture of Routes 80, 23, and 46. Suitable for construction. Some question has been raised as to the accessibility of this site.

Site 3

Roosevelt Stadium, Jersey City.
The city government would have to be contacted in order to determine availability.

Site 4

Meadow lands (Secaucus)

Site 5

Vacant Golf Course, Duncan Ave., Rt. 440, Jersey City

Site 6

Land for construction available. Location is Route 17, near Hasbrouck Heights, Garabaldi Ave. Property is owned by Leonard Rothman Real Estate of Englewood.

Site 7

Britts Building. Located in the Fashion Center, Route 17 and Ridgewood Ave., Hackensack.

Site 8

Paterson YMHA. Located adjacent to Passaic County Community College. Facility has kitchens, swimming pool.

Site 9

Building 3 years old. Located on Forest Avenue and Route 4, Hackensack.

Site 10

YMHA, located on Essex Street Hackensack. Facility has a swimming pool. The building would need renovation and is somewhat small.

(For specific locations see Regional Map.)

B. Size

(See attached Capacity Sheets)

C. Playgrounds and Parking

Each facility must have adequate land for playground equipment for both young children and secondary age children.

All playground equipment should be enclosed in order to provide for adequate supervision.

Parking facilities should be designed for adequate use by staff, parents, and visitors.

D. Instructional and Ancillary Space

Vocational training rooms with adequate electrical outlets for shop type machinery should be located within each facility.

A parent reception room in each facility with "living room" furniture should be constructed within each facility.

E. Unique Features

Swimming pool designed for use by students and community.

Portable tank pools for severely impaired students.

Therapeutic whirlpools (Physical Therapy Room)

Emergency exits from each classroom designed specifically for the students to be served.

Handrails (2 levels) in all corridors.

Other Recommendations

A. Items for Consideration

Covered loading area

Space available in each facility for educational research (i.e. sensory integrative development)

Architects must be extremely knowledgeable of limitations and problems involved with any facility housing the severely impaired.

Infant stimulation program (o-5 years of age)

BERGEN COUNTY

Bureau of census 1970
.16 % of population
5 to 20 years of age

AGES 5 to 9 129
10 to 14 143
14 to 19 123

TOTAL 395

STATISTICAL DATA FROM AGENCIES

DEAF	DEAF BLIND	EMOTIONAL DISTURBED
152	2	144

MULTIPLE HANDICAP	OTHER	DAY CARE	RESIDENTIAL
103	4	22	15

TOTAL 442

POPULATED AREAS -PROJECTION- (Census 1970)

AREA	NUMBER
Fairlawn	35
Paramus	25
Bergenfield	20
Hackensack	35
Fort Lee	15

PASSAIC COUNTY

Bureau of census 1970
.16 % of pop ulation
5 to 20 years of age

AGES 5 to 9 67
10 to 14 68
14 to 19 59

TOTAL 194

STATISTICAL DATA FROM AGENCIES

DEAF	DEAF BLIND	EMOTIONAL DISTURBED
34	5	67

MULTIPLE HANDICAP	OTHER	DAY CARE	RESIDENTIAL
7	4	56	8

TOTAL 181

POPULATED AREAS -PROJECTION- (Census 1970)

AREA	NUMBER
Wayne	20
Patterson	50
Clifton	35
Passaic	20

HUDSON COUNTY

Bureau of census 1970
.16 % of population
5 to 20 years of age

AGES 5 to 9 80
10 to 14 81
14 to 19 79

TOTAL 240

STATISTICAL DATA FROM AGENCIES

DEAF	DEAF BLIND	EMOTIONAL DISTURBED
70	7	51

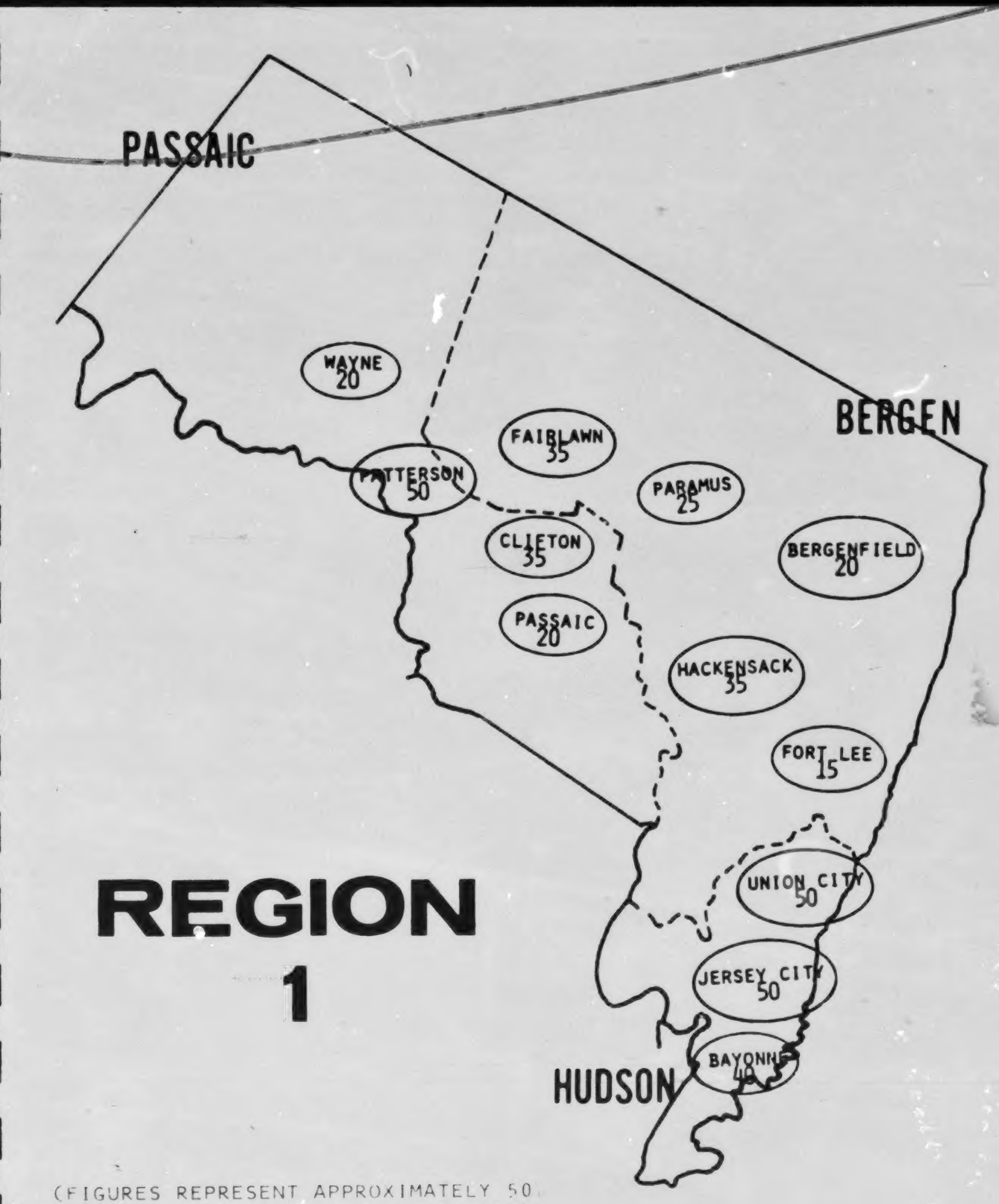
MULTIPLE HANDICAP	OTHER	DAY CARE	RESIDENTIAL
7	2	28	10

TOTAL 175

POPULATED AREAS -PROJECTION- (Census 1970)

AREA	NUMBER
Union City	50
Jersey City	50
Bayonne	40

REGION 1


PASSAIC
BERGEN
HUDSON
WAYNE 20
FAIRLAWN 35
PATTERSON 50
PARAMUS 25
CLIFTON 35
PASSAIC 20
BERGENFIELD 20
HACKENSACK 35
FORT LEE 15
UNION CITY 50
JERSEY CITY 50
BAYONNE 40

(FIGURES REPRESENT APPROXIMATELY 50 OF THE ESTIMATED TARGET POPULATION)

REGION 1

Map Key

Area A (Bergen County)

Paramus, 15 acres county land

Englewood, Rt. 17, near Hasbrouck Heights

Hackensack, Britts Building, Rt. 17

Hackensack, Forest Ave. & Rt. 4, Building available

Hackensack, YMHA Building, Essex St.

Area B (Passaic County)

Wayne, NIKE Base, 36 acres

Paterson, YMHA adjacent to Passaic County Community College

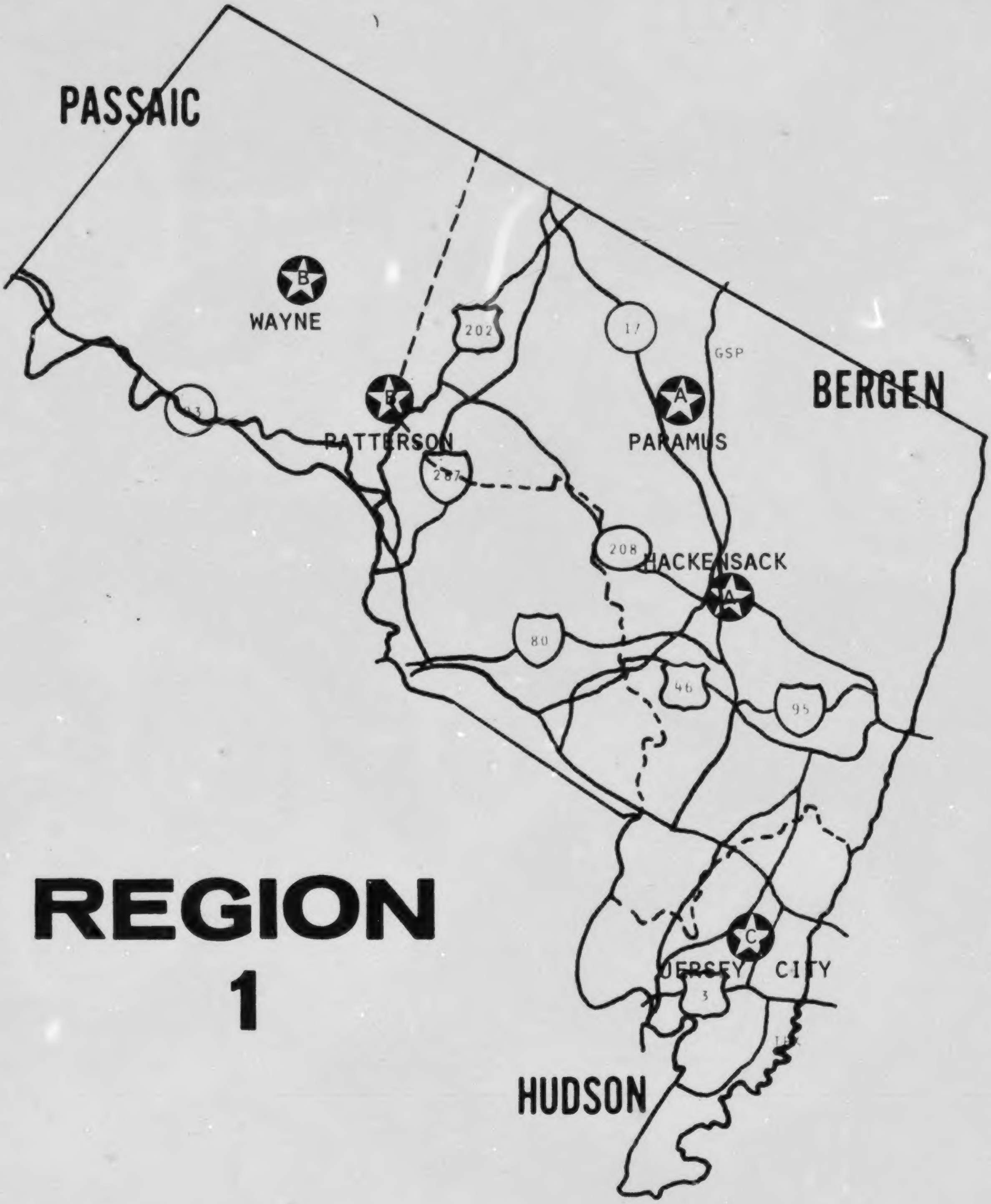
Area C (Hudson County)

Jersey City, Roosevelt Stadium

Secaucus, Meadowlands

Jersey City, Vacant Golf Course, Duncan Ave. & Rt. 440

REGION 1


PASSAIC
B
WAYNE
202
17
GSP
BERGEN
23
B
PATTERSON
A
PARAMUS
287
208
HACKENSACK
A
80
46
95
C
JERSEY CITY
3
HUDSON

PROJECT SERCH CAPACITY WORKSHEET

REGION I AREA "A" COUNTY Bergen H

I	II	III	IV	V	VI	
Instructional Area	Number of Teaching Stations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	To Pu St
Auditory Handicapped	19	64	89	840	8	
Emotionally Disturbed	25	64	89	1,200	8	
*Multiple Handicapped	27	64	89	1,200	8	
						Su

* Deaf-Blind students are included under the category of "Multiple Handicapped" for the purp capacity determination

** Sub Total Square Feet includes Teacher Space

All footage is estimated, and are subject to architectural modification

PROJECT SERCH CAPACITY WORKSHEET

AREA "A" COUNTY Bergen HANDICAPS All

II	III	IV	V	VI	VII	VIII
umber of eaching tations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Total Pupil Stations	Sub Total** Square Foot
19	64	89	840	8	152	14,744
25	64	89	1,200	8	200	19,400
27	64	89	1,200	8	211	20,507
					Sub Total - - -	54,651

included under the category of "Multiple Handicapped" for the purposes of

ncludes Teacher Space

, and are subject

on

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Health Suite			
Nurse's Office	1	144	144
Examination Area	1	80	80
Dental Area	1	72	72
Itinerant Area	1	144	144
Cot Room	1	144	144
Toilet Room	1	64	64
Special Services Suite			
Speech Rooms	18	100	1800
Physical Therapist	2	450	900
(Storage)	1	60	60
Occupational Therapy Room	2	600	1200
(Storage)	1	24	24
Resource/Library (Includes AV, etc.)	1	750	750

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	144	144
ea	1	80	80
	1	72	72
	1	144	144
	1	144	144
	1	64	64

Sub Total 648

ite

	18	100	1800
pist	2	450	900
	1	60	60
herapy Room	2	600	1200
	1	24	24
ry (Includes AV, etc.)	1	750	750

Sub Total 4734

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Administrative Suite			
Principal's Office	1	144	144
Program Director's	3	144	432
Parent Reception Room	1	144	144
Conference Room	1	270	270
Secretarial Area	2	144	288
Duplicating Room	1	144	144

Sub

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Guidance Suite			
Counselors	3	100	300
Social Worker	3	144	432
Learning Disability Teacher/Consultant	6	100	600
Parent Training Room	1	300	300
Educational Research Office	1	144	144
Psychologist Office	3	144	432

Sub

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
ice	1	144	144
or's	3	144	432
on Room	1	144	144
om	1	270	270
a	2	144	288
om	1	144	144

Sub Total 1422

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	3	100	300
	3	144	432
ility Teacher/Consultant	6	100	600
Room	1	300	300
search Office	1	144	144
ffice	3	144	432

Sub Total 2208

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Large Group Instructional Areas			
Auditorium	1	7000	7000
Gym	1	3000	3000
(Locker & Shower)	2	300	600
Vocational Training	2	600	1200
Music	1	600	600
Art	1	600	600
Sub			
Food Services			
Kitchen	1	1000	1000
Cafeteria	1	3000	3000
Office	1	80	80
Sub			

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet	
tional Areas				
	1	7000	7000	
	1	3000	3000	
er)	2	300	600	
ning	2	600	1200	
	1	600	600	
	1	600	600	
			Sub Total	13,000
	1	1000	1000	
	1	3000	3000	
	1	80	80	
			Sub Total	4,080

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Auxiliary Areas			
Faculty Lounge	1	450	450
Adult Toilet Facilities	2	144	288
Student Toilet Facilities	2	144	288
Additional Storage	12	36	432

Sub

Maintenance Area			
Maintenance Office	1	80	80
Storage	2	100	200
Furnace Room	1	600	600

Sub

Total Square Footage - - - - - - - - -

Swimming Pool Area	4,000
Needed Acreage	
(Based on 10 acres per 100 students and 1 acre for every 100 additional students)	15

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	450	450
lities	2	144	288
acilities	2	144	288
ge)	12	36	432

Sub Total 1,458

ce	1	80	80
	2	100	200
	1	600	600

Sub Total 880

Total Square Footage - - - - - - - - - - - - - - - - - - 83,081

4,000

per 100 15
re for
al students)

PROJECT SERCH CAPACITY WORKSHEET

REGION I AREA "B" COUNTY Passaic

I	II	III	IV	V	VI
Instructional Area	Number of Teaching Stations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations
Auditory Handicapped	4	64	89	840	8
Emotionally Disturbed	12	64	89	1,200	8
*Multiple Handicapped	9	64	89	1,200	8

Su

* Deaf-Blind students are included under the category of "Multiple Handicapped" for the pur
capacity determination

** Sub Total Square Feet includes Teacher Space

All footage is estimated, and are subject
to architectural modification

PROJECT SERCH CAPACITY WORKSHEET

AREA "B" COUNTY Passaic HANDICAPS All

II	III	IV	V	VI	VII	VIII
Number of Teaching Stations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Total Pupil Stations	Sub Total** Square Foot
4	64	89	840	8	34	3,338
12	64	89	1,200	8	96	9,312
9	64	89	1,200	8	72	6,428
					Sub Total - - -	19,078

are included under the category of "Multiple Handicapped" for the purposes of
on

et includes Teacher Space

ed, and are subject
ation

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Administrative Suite			
Principal's Office	1	144	144
Program Director's	3	144	432
Parent Reception Room	1	144	144
Conference Room	1	270	270
Secretarial Area	2	144	288
Duplicating Room	1	144	144

Sub

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Guidance Suite			
Counselors	2	100	200
Social Worker	2	144	288
Learning Disability Teacher/Consultant	2	100	200
Parent Training Room	1	300	300
Educational Research Office	1	144	144
Psychologist Office	1	144	144

Sub

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
ce	1	144	144
r's	3	144	432
n Room	1	144	144
m	1	270	270
	2	144	288
m	1	144	144

Sub Total 1,422

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	2	100	200
	2	144	288
lity Teacher/Consultant	2	100	200
Room	1	300	300
earch Office	1	144	144
ffice	1	144	144

Sub Total 1,276

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Health Suite			
Nurse's Office	1	144	144
Examination Area	1	80	80
Dental Area	1	72	72
Itinerant Area	1	144	144
Cot Room	1	144	144
Toilet Room	1	64	64

Sub

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Special Services Suite			
Speech Rooms	6	100	600
Physical Therapist	1	450	450
(Storage)	1	60	60
Occupational Therapy Room	1	600	600
(Storage)	1	24	24
Resource/Library (Includes AV, etc.)	1	750	750

Sub

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	144	144
a	1	80	80
	1	72	72
	1	144	144
	1	144	144
	1	64	64

Sub Total 648

te

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	6	100	600
ist	1	450	450
	1	60	60
erapy Room	1	600	600
	1	24	24
y (Includes AV, etc.)	1	750	750

Sub Total 2,484

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Large Group Instructional Areas			
Auditorium	1	2400	2400
Gym	1	3000	3000
(Locker & Shower)	2	300	600
Vocational Training	1	600	600
Music	1	600	600
Art	1	600	600
Food Services			
Kitchen	1	500	500
Cafeteria	1	2000	2000
Office	1	80	80

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
ctional Areas			
	1	2400	2400
	1	3000	3000
ver)	2	300	600
ning	1	600	600
	1	600	600
	1	600	600
		Sub Total	7,800
	1	500	500
	1	2000	2000
	1	80	80
		Sub Total	2,580

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Auxiliary Areas			
Faculty Lounge	1	300	300
Adult Toilet Facilities	2	144	288
Student Toilet Facilities	2	144	288
Additional Storage	4	36	144

Sub

Maintenance Area			
Maintenance Office	1	80	80
Storage	2	100	200
Furnace Room	1	600	600

Sub

Total Square Footage - - - - - - - - -

Swimming Pool Area	4000
Needed Acreage	
(Based on 10 acres per 100 students and 1 acre for every 100 additional students)	12

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	300	300
cilities	2	144	288
Facilities	2	144	288
age	4	36	144

Sub Total 1,020

ffice	1	80	80
	2	100	200
	1	600	600

Sub Total 880

Total Square Footage - - - - - - - - - - - - - - - - - - - 37,188

4000

es per 100 12
acre for
ional students)

PROJECT SERCH CAPACITY WORKSHEET

REGION I AREA "C" COUNTY Hudson

I	II	III	IV	V	VI
Instructional Area	Number of Teaching Stations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations
Auditory Handicapped	9	64	89	840	8
Emotionally Disturbed	12	64	89	1,200	8
*Multiple Handicapped	10	64	89	1,200	8

Su

* Deaf-Blind students are included under the category of "Multiple Handicapped" for the pur
capacity determination

** Sub Total Square Feet includes Teacher Space

All footage is estimated, and are subject to architectural modification

PROJECT SERCH CAPACITY WORKSHEET

AREA "C" COUNTY Hudson HANDICAPS All

II	III	IV	V	VI	VII	VIII
Number of Teaching Stations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Total Pupil Stations	Sub Total** Square Foot
9	64	89	840	8	70	6,742
12	64	89	1,200	8	101	9,757
10	64	89	1,200	8	79	7,921
					Sub Total - - -	24,420

re included under the category of "Multiple Handicapped" for the purposes of
n

t includes Teacher Space

ed, and are subject
ation

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Administrative Suite			
Principal's Office	1	144	144
Program Director's	3	144	432
Parent Reception Room	1	144	144
Conference Room	1	270	270
Secretarial Area	2	144	288
Duplicating Room	1	144	144

Sub

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Guidance Suite			
Counselors	2	100	200
Social Worker	2	144	288
Learning Disability Teacher/Consultant	3	100	300
Parent Training Room	1	300	300
Educational Research Office	1	144	144
Psychologist Office	2	144	288

Sub

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet		
ce	1	144	144		
r's	3	144	432		
n Room	1	144	144		
m	1	270	270		
	2	144	288		
m	1	144	144		
				Sub Total	1,422
	2	100	200		
	2	144	288		
ity Teacher/Consultant	3	100	300		
Room	1	300	300		
arch Office	1	144	144		
ice	2	144	288		
				Sub Total	1,520

Health Suite	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Nurse's Office	1	144	144
Examination Area	1	80	80
Dental Area	1	72	72
Itinerant Area	1	144	144
Cot Room	1	144	144
Toilet Room	1	64	64

Sub

Special Services Suite			
Speech Rooms	7	100	700
Physical Therapist	1	450	450
(Storage)	1	60	60
Occupational Therapy Room	1	600	600
(Storage)	1	24	24
Resource/Library (Includes AV, etc.)	1	750	750

Sub

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	144	144
	1	80	80
	1	72	72
	1	144	144
	1	144	144
	1	64	64
		Sub Total	648
e			
	7	100	700
t	1	450	450
	1	60	60
rapy Room	1	600	600
	1	24	24
(Includes AV, etc.)	1	750	750
		Sub Total	2,584

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Large Group Instructional Areas			
Auditorium	1	2400	2400
Gym	1	3000	3000
(Locker & Shower)	2	300	600
Vocational Training	1	600	600
Music	1	600	600
Art	1	600	600
Food Services			
Kitchen	1	500	500
Cafeteria	1	2000	2000
Office	1	80	80

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
tional Areas			
	1	2400	2400
	1	3000	3000
er)	2	300	600
ning	1	600	600
	1	600	600
	1	600	600

Sub Total 7,800

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	500	500
	1	2000	2000
	1	80	80

Sub Total 2,580

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Auxiliary Areas			
Faculty Lounge	1	300	300
Adult Toilet Facilities	2	144	288
Student Toilet Facilities	2	144	288
Additional Storage	4	36	144

Sub

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Maintenance Area			
Maintenance Office	1	80	80
Storage	2	100	200
Furnace Room	1	600	600

Sub

Total Square Footage - - - - - - - - -

Swimming Pool Area	4000
Needed Acreage	
(Based on 10 acres per 100 students and 1 acre for every 100 additional students)	12

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	300	300
lities	2	144	288
acilities	2	144	288
ge	4	36	144

Sub Total 1,020

ice	1	80	80
	2	100	200
	1	600	600

Sub Total 880

Total Square Footage - - - - - - - - - - - - - - - - - - - 42,874

4000

s per 100
cre for
onal students) 12

PROJECT SERCH - IDENTIFICATION DATA

Region	County	Number of Children Identified for Placement in Project Serch Facilities									REGIONAL TOTALS
		Deaf	Deaf-Blind	Psychiatric Care	Residential Care	Day Care	(Homebound Instruction) Emotionally Disturbed	Multiple Handicap	State Waiting List	TOTAL	
1	Bergen	152	2	2	15	22	144	90*/13	2	442	
	Passaic	34	5	2	8	56	67	7	2	181	
	Hudson	70	7	1	10	28	51	7	1	175	798
		State Dept. of Ed. for Deaf	Comm. for Blind	Office of Mental Health	Office of Mental Retard.	Bur. of Day Care	County Child Study Supervisors		Office of Mental Retard.		

Agencies Supplying Above Data

*Bergen County Special Services Multiple Handicapped Program

Percent of Severely Handicapped Based on BEH Percentage

Region	County	Severely Handicapped Bur. of Census 1970 .16% of School Age Pop.			TOTAL	REGIONAL TOTAL
		5-9	10-14	15-19		
1	Bergen	129	143	123	395	
	Passaic	67	68	59	194	
	Hudson	80	81	79	240	829

REFERENCES: "General Population Characteristics of New Jersey" - A U.S. Department of Commerce Publication

PROJECT SERCH - IDENTIFICATION DATA

of Children Identified for Placement in Project Serch Facilities

Psychiatric Care	Residen-tial Care	Day Care	(Homebound Instruction) Emotionally Disturbed	Multiple Handicap	State Waiting List	TOTAL	REGIONAL TOTALS
2	15	22	144	90*/13	2	442	798
2	8	56	67	7	2	181	
1	10	28	51	7	1	175	
Office of Mental Health	Office of Mental Retard.	Bur. of Day Care	County Child Study Supervisors		Office of Mental Retard.		

*Bergen County Special Services Multiple Handicapped Program

upplying Above Data

* Adjusted Identification Data	
Emotionally Disturbed	397
Deaf	256
Multiple Handicap	362
Total	1015

* These figures compiled at 3rd Planning Unit Meeting

Percent of Severely Handicapped
Based on BEH Percentage

County	Severely Handicapped Bur. of Census 1970 .16% of School Age Pop. 5-9	10-14	15-19	TOTAL	REGIONAL TOTAL
rgen	129	143	123	395	829
ssaic	67	68	59	194	
dson	80	81	79	240	

ation Characteristics of New Jersey" - A U.S. Department of Commerce Publication

RECOMMENDATIONS

REGION 2

REGION 2
(Essex and Union Counties)

EDUCATIONAL SPECIFICATIONS RECOMMENDED

Background

A. Educational Philosophy

That every handicapped child will have a quality, sequential educational program, Pre-school-12, commensurate with his needs wherever he resides in the State of New Jersey.

That every child, including handicapped children, shall have readily available the services of a basic child study team to identify, diagnose, classify and to place him in an appropriate educational program.

That every handicapped child shall have a certified teacher who will possess the skills and understanding, to provide quality education commensurate with his needs.

That every handicapped child shall have the opportunity to participate in all educational programs and services available to all children within a local school district commensurate with his needs. (Vocational Education, Art, Music, Physical Education, etc.)

That every handicapped child shall have an opportunity to partake in educational experiences with non-handicapped school children commensurate with his needs.

That every handicapped child of pre-school age shall have an appropriate educational program available.

B. Parent and Educator Goals and Needs

(See state-wide Appendix)

C. Funds

Facilities will be established under the $25,000,000 bonding authority as determined by law.

School Population

A. Population Total - 720 Severely Handicapped Children. (This figure based on Identification data plus additional figures supplied by Regional Planning Units.

(See attached Tables) (See State-wide Appendix)

Educational Programs

A. Curricular and Co-curricular Activities

To be determined by facility staff.

B. Unique Teaching Methods

Time-out rooms or booths.

To be determined by facility staff.

C. Adult and Community Use

After-school programs should be developed for all handicapped children within the facility's geographic area. These programs should also be open to "normal" children.

After-school and weekend adult vocational programs should be offered.

Local community should utilize the facility for neighborhood events and programs.

Summer and Saturday programs should be offered.

The facility should be open on holidays in order to offer respite service to parents.

Evening recreational programs should be offered.

D. Educational Technology

One-way observation mirrors with sound should be installed for each classroom.

Parent training situation room (simulation of various situations for training of parents to deal with situation)

D. Educational Technology (Continued)

Public address system

Closed circuit TV outlets, etc. in every classroom.

Ancillary Services

A. Administrative Organization

Head Administrator

Program Director (Curriculum)

Special Education Board of Education (Advisory Committee, State appointed) on a regional basis.

or

Child advocates for the region, one per facility.

Aids and volunteers as needed.

B. Health Services

Health Suite

Full-time nurse, experienced in dealing with the handicapped

Complete audiological lab if adequate service cannot be purchased.

C. Guidance

Full-time child study team to include:

Counseling Psychologist
Psychiatrist on call
Learning Disability Teacher/Consultant (1 to 50 students)
Social Workers and other staff as needed

D. Special Services

Speech Therapists (1 per 70 students)
    Student seen daily for 5 weeks
    Maintenance for 3 weeks
    Off therapy for 2 weeks

D. Special Services (Continued)

Physical Therapists
Students seen daily
At least one physical therapy suite per facility

Reading Specialists

Art

Music

E. Food Services

Separate cafeteria
(May be used as all purpose room)

F. Specialized Auditorium

Not felt needed

Gymnasium may double as auditorium

Physical Features

A. Site and Location

The Planning Unit felt that one or two sites within Region 2 would be needed in order to assure ease of transportation and program availability to all children included in the target population who reside within the region. It was proposed that if one site was suitable, Pingry School should be considered. If two sites were felt suitable, one site should be located in Essex County and another located in Union County.

If one site:

Pingry School, Hillside, N.J.

Essex (One site)

Site 1	Olympic Park, Irvington, N.J.
Site 2	Located in Orange, N.J.
Site 3	City land, Hobart Road and John F. Kennedy Parkway East Orange owns land

Union (One site)

Site 4	17-18 acres, open land (located near 5 Points, Union, owned by the Township)
Site 5	15-17 acres off Route 22, Springfield
Site 6	23.09 acres for sale off Route 22 between Springfield and the Garden State Parkway
Site 7	Located between Westfield and Elizabeth, N.J.
Site 8	Utilization of a facility in Northern Middlesex County

In addition, some County lands may be available.

(For specific locations, see regional map)

B. Size

(See attached capacity sheets)

C. Playgrounds and Parking

Any site selected must allow for adequate playground and parking area.

D. Instructional and Ancillary Space

Vocational Training areas with adequate electrical outlets are needed.

Health Suite is needed. The Suite should include the following:

Office

Examining room

General care room (cots, etc.)

Dental chair and supplies

Separate bathing facilities for use and training

D. Instructional and Ancillary Space (Continued)

Guidance room for counseling parents.

Faculty lounge and faculty restrooms

Physical Therapy Suite (Centrally located)

E. Unique Features

Due to limited land in Region 2, a two-story structure is preferred.

If a two-story structure is to be considered, hospital size elevators should be installed.

Other Recommendations

A. Items for Consideration

Evaluation of all children in residential or private facilities to determine if placement in a Project SERCH facility is possible should be conducted.

Each facility or region should have a major child study team for evaluation and screening of referrals for placement in a Project SERCH facility.

Regional boundaries should not be fixed in order that the best possible placement of children may be conducted.

The State Department of Higher Education should be appraised of the staffing needs of Project SERCH facilities, in order that appropriately trained staff might be acquired.

Sheltered workshops for adult use might be housed in Project SERCH facilities if such services are not available.

The facility should be operated on a 12 month school-year basis.

ESSEX COUNTY

Bureau of census 1970
.16 % of population
5 to 20 years of age

AGES 5 to 9 137
10 to 14 137
14 to 19 123

TOTAL 397

STATISTICAL DATA FROM AGENCIES

DEAF	DEAF BLIND	EMOTIONAL DISTURBED
119	10	207

MULTIPLE HANDICAP	OTHER	DAY CARE	RESIDENTIAL
15	2	51	15

TOTAL 419

POPULATED AREAS -PROJECTION- (Census 1970)

AREA	NUMBER
West Caldwell	6
Livingston	2
Montclair	20
Nutley	20
Belleville	25
Orange	40
Newark	50

UNION ____ COUNTY

Bureau of census 1970
.16 % of population
5 to 20 years of age

AGES 5 to 9 75
10 to 14 84
14 to 19 73

TOTAL 232

STATISTICAL DATA FROM AGENCIES

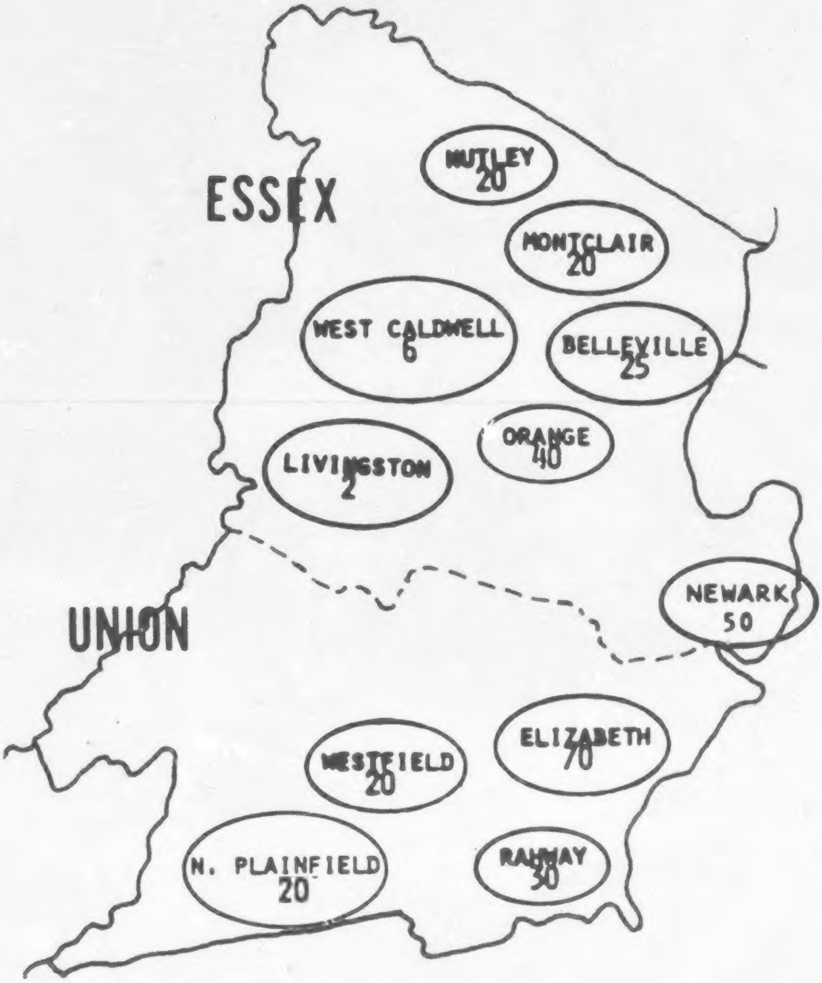
DEAF	DEAF BLIND	EMOTIONAL DISTURBED
105	2	84

MULTIPLE HANDICAP	OTHER	DAY CARE	RESIDENTIAL
3	2	34	70

TOTAL 240

POPULATED AREAS -PROJECTION- (Census 1970)

AREA	NUMBER
Westfield	20
N.Plainfield	20
Rahway	30
Elizabeth	70


ESSEX
NUTLEY 20
MONTCLAIR 20
WEST CALDWELL 6
BELLEVILLE 25
LIVINGSTON 2
ORANGE 40
NEWARK 50
UNION
ELIZABETH 70
WESTFIELD 20
N. PLAINFIELD 20
RAHWAY 30

REGION
2

(FIGURES REPRESENT APPROXIMATELY 50%
OF THE ESTIMATED TARGET POPULATION)

REGION 2

Map Key

Area A (Union County)

Westfield-Elizabeth, N.J., any land available

Utilization of facility in Northern Middlesex County

Union Township, 17-18 acres near 5 points, city land

Springfield, 15-17 acres off Rt. 22

Springfield-Garden State Parkway, 23 acres off Rt. 22

Area B (Essex County)

Irvington, Olympic Park

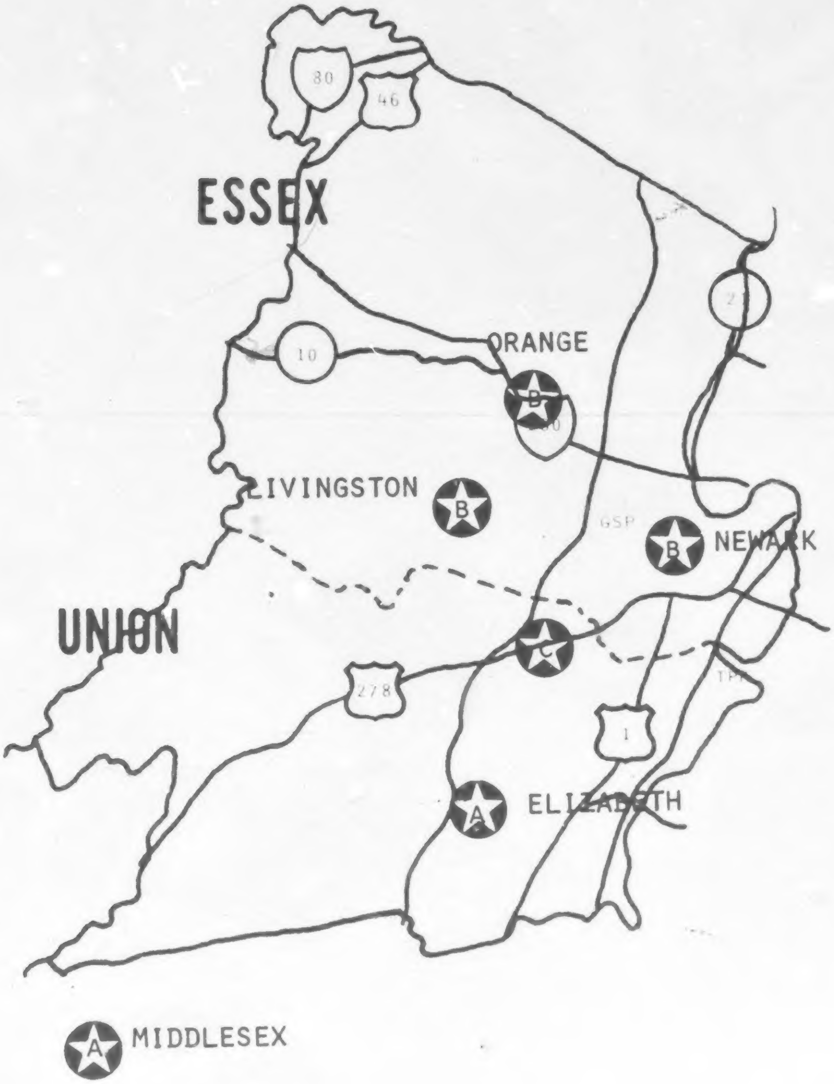
Orange, any lands available

East Orange, city lands, Hobart Rd. & J.F.K. Parkway

Area C (Union County)

Pingry School (Union County)

Hillside, N.J.


80
46
ESSEX
21
10
ORANGE
B
280
LIVINGSTON
B
GSP
B
NEWARK
UNION
C
278
TPK
1
A
ELIZABETH
A
MIDDLESEX

REGION
2

PROJECT SERCH CAPACITY WORKSHEET

REGION II AREA "A" COUNTY Union HA

I	II	III	IV	V	VI	
Instructional Area	Number of Teaching Stations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Tot Pup Sta
Auditory Handicapped	13	64	89	840	8	
Emotionally Disturbed	12	64	89	1,200	8	
*Multiple Handicapped	8	64	89	1,200	8	
						Sub

* Deaf-Blind students are included under the category of "Multiple Handicapped" for the purpo capacity determination

** Sub Total Square Feet includes Teacher Space

All footage is estimated, and are subject to architectural modification

PROJECT SERCH CAPACITY WORKSHEET

AREA "A" COUNTY Union HANDICAPS All

II	III	IV	V	VI	VII	VIII
umber of eaching tations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Total Pupil Stations	Sub Total** Square Foot
13	64	89	840	8	105	10,177
12	64	89	1,200	8	98	9,426
8	64	89	1,200	8	58	5,774
					Sub Total - - -	25,377

included under the category of "Multiple Handicapped" for the purposes of

includes Teacher Space

, and are subject

ion

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Administrative Suite			
Principal's Office	1	144	144
Program Director's	3	144	432
Parent Reception Room	1	144	144
Conference Room	1	270	270
Secretarial Area	2	144	288
Duplicating Room	1	144	144

Sub

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Guidance Suite			
Counselors	2	100	200
Social Worker	2	144	288
Learning Disability Teacher/Consultant	3	100	300
Parent Training Room	1	300	300
Educational Research Office	1	144	144
Psychologist Office	2	144	288

Sub

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
ce	1	144	144
or's	3	144	432
n Room	1	144	144
m	1	270	270
	2	144	288
om	1	144	144

Sub Total 1,422

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	2	100	200
	2	144	288
ility Teacher/Consultant	3	100	300
Room	1	300	300
earch Office	1	144	144
ffice	2	144	288

Sub Total 1,520

Health Suite	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Nurse's Office	1	144	144
Examination Area	1	80	80
Dental Area	1	72	72
Itinerant Area	1	144	144
Cot Room	1	144	144
Toilet Room	1	64	64

Sub To

Special Services Suite	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Speech Rooms	7	100	700
Physical Therapist	1	450	450
(Storage)	1	60	60
Occupational Therapy Room	1	600	600
(Storage)	1	24	24
Resource/Library (Includes AV, etc.)	1	750	750

Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	144	144
	1	80	80
	1	72	72
	1	144	144
	1	144	144
	1	64	64

Sub Total 648

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	7	100	700
t	1	450	450
	1	60	60
rapy Room	1	600	600
	1	24	24
(Includes AV, etc.)	1	750	750

Sub Total 2,584

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Large Group Instructional Areas			
Auditorium	-	-	-
Gym	1	3000	3000
(Locker & Shower)	2	300	600
Vocational Training	1	600	600
Music	1	600	600
Art	1	600	600

Sub

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Food Services			
Kitchen	1	500	500
Cafeteria	1	2000	2000
Office	1	80	80

Sub

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet	
ctional Areas				
	-	-	-	
	1	3000	3000	
ver)	2	300	600	
ining	1	600	600	
	1	600	600	
	1	600	600	
			Sub Total	5,400
	1	500	500	
	1	2000	2000	
	1	80	80	
			Sub Total	2,580

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Auxiliary Areas			
Faculty Lounge	1	300	300
Adult Toilet Facilities	2	144	288
Student Toilet Facilities	2	144	288
Additional Storage	4	36	144

Sub T

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Maintenance Area			
Maintenance Office	1	80	80
Storage	2	100	200
Furnace Room	1	600	600

Sub T

Total Square Footage - - - - - - - - - -

Swimming Pool Area	4,000
Needed Acreage	
(Based on 10 acres and 1 acre for every 100 students)	13

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	300	300
lities	2	144	288
cilities	2	144	288
e	4	36	144

Sub Total 1,020

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
ce	1	80	80
	2	100	200
	1	600	600

Sub Total 880

Total Square Footage - - - - - - - - - - - - - - - - - - 41,431

4,000

and 13
00 students)

PROJECT SERCH CAPACITY WORKSHEET

REGION II AREA "B" COUNTY Essex H

I	II	III	IV	V	VI	
Instructional Area	Number of Teaching Stations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	T P S
Auditory Handicapped	15	64	89	840	8	
Emotionally Disturbed	30	64	89	1,200	8	
*Multiple Handicapped	13	64	89	1,200	8	
						Su

* Deaf-Blind students are included under the category of "Multiple Handicapped" for the pur
capacity determination

** Sub Total Square Feet includes Teacher Space

All footage is estimated, and are subject
to architectural modification

PROJECT SERCH CAPACITY WORKSHEET

AREA "B" COUNTY Essex HANDICAPS All

II	III	IV	V	VI	VII	VIII
Number of Teaching Stations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Total Pupil Stations	Sub Total** Square Foot
15	64	89	840	8	119	11,551
30	64	89	1,200	8	238	23,166
13	64	89	1,200	8	102	9,910
					Sub Total - - -	44,627

e included under the category of "Multiple Handicapped" for the purposes of
n

includes Teacher Space

d, and are subject
tion

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Administrative Suite			
Principal's Office	1	144	144
Program Director's	3	144	432
Parent Reception Room	1	144	144
Conference Room	1	270	270
Secretarial Area	2	144	288
Duplicating Room	1	144	144

Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Guidance Suite			
Counselors	4	100	400
Social Worker	4	144	576
Learning Disability Teacher/Consultant	5	100	500
Parent Training Room	1	300	300
Educational Research Office	1	144	144
Psychologist Office	3	144	432

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	144	144
s	3	144	432
Room	1	144	144
	1	270	270
	2	144	288
	1	144	144

Sub Total 1,422

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	4	100	400
	4	144	576
y Teacher/Consultant	5	100	500
om	1	300	300
rch Office	1	144	144
e	3	144	432

Sub Total 2,352

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Health Suite			
Nurse's Office	1	144	144
Examination Area	1	80	80
Dental Area	1	72	72
Itinerant Area	1	144	144
Cot Room	1	144	144
Toilet Room	1	64	64

Sub

Special Services Suite			
Speech Rooms	12	100	1200
Physical Therapist	2	450	900
(Storage)	1	60	60
Occupational Therapy Room	2	600	1200
(Storage)	1	24	24
Resource/Library (Includes AV, etc.)	1	750	750

Sub

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	144	144
ea	1	80	80
	1	72	72
	1	144	144
	1	144	144
	1	64	64

Sub Total 648

ite

	12	100	1200
pist	2	450	900
	1	60	60
herapy Room	2	600	1200
	1	24	24
ry (Includes AV, etc.)	1	750	750

Sub Total 4,134

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Large Group Instructional Areas			
Auditorium	-	-	-
Gym	1	4000	4000
(Locker & Shower)	2	350	700
Vocational Training	2	600	1200
Music	1	600	600
Art	1	600	600

Sub

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Food Services			
Kitchen	1	750	750
Cafeteria	1	2800	2500
Office	1	80	80

Sub

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
ional Areas			
	-	-	-
	1	4000	4000
er)	2	350	700
ing	2	600	1200
	1	600	600
	1	600	600

Sub Total 7,100

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	750	750
	1	2800	2500
	1	80	80

Sub Total 3,330

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Auxiliary Areas			
Faculty Lounge	1	450	450
Adult Toilet Facilities	2	144	288
Student Toilet Facilities	2	144	288
Additional Storage	8	36	288

Sub

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Maintenance Area			
Maintenance Office	1	80	80
Storage	2	100	200
Furnace Room	1	600	600

Sub

Total Square Footage ---------

Swimming Pool Area 4,000

Needed Acreage

(Based on 10 acres and 1 acre for every 100 students) 15

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet	
	1	450	450	
cilities	2	144	288	
Facilities	2	144	288	
ge	8	36	288	
			Sub Total	1,314
ffice	1	80	80	
	2	100	200	
	1	600	600	
			Sub Total	880

Total Square Footage ------------------- 65,807

4,000

s and 15
100 students)

PROJECT SERCH CAPACITY WORKSHEET

REGION II School Pingry- Area C COUNTY Union H

I	II	III	IV	V	VI	
Instructional Area	Number of Teaching Stations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	T P S
Auditory Handicapped	28	64	89	840	8	
Emotionally Disturbed	42	64	89	1,200	8	
*Multiple Handicapped	20	64	89	1,200	8	
						Su

* Deaf-Blind students are included under the category of "Multiple Handicapped" for the purp capacity determination

** Sub Total Square Feet includes Teacher Space

All footage is estimated, and are subject to architectural modification

PROJECT SERCH CAPACITY WORKSHEET

School Pingry- Area C COUNTY Union HANDICAPS All

II	III	IV	V	VI	VII	VIII
Number of Teaching Stations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Total Pupil Stations	Sub Total** Square Foot
28	64	89	840	8	224	21,728
42	64	89	1,200	8	336	32,720
20	64	89	1,200	8	160	15,520
					Sub Total - - -	69,968

are included under the category of "Multiple Handicapped" for the purposes of
on

et includes Teacher Space

ted, and are subject
cation

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Administrative Suite			
Principal's Office	1	144	144
Program Director's	3	144	432
Parent Reception Room	1	144	144
Conference Room	1	270	270
Secretarial Area	3	144	432
Duplicating Room	1	144	144

Sub

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Guidance Suite			
Counselors	4	100	400
Social Worker	4	144	576
Learning Disability Teacher/Consultant	7	100	700
Parent Training Room	1	300	300
Educational Research Office	1	144	144
Psychologist Office	4	144	576

Sub

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
ce	1	144	144
r's	3	144	432
n Room	1	144	144
m	1	270	270
	3	144	432
m	1	144	144

Sub Total 1,566

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	4	100	400
	4	144	576
lity Teacher/Consultant	7	100	700
Room	1	300	300
earch Office	1	144	144
fice	4	144	576

Sub Total 2,696

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Health Suite			
Nurse's Office	1	144	144
Examination Area	1	80	80
Dental Area	1	72	72
Itinerant Area	1	144	144
Cot Room	1	144	144
Toilet Room	1	64	64

Sub

Special Services Suite			
Speech Rooms	21	100	2100
Physical Therapist	2	500	1000
(Storage)	1	60	60
Occupational Therapy Room	2	600	1200
(Storage)	1	24	24
Resource/Library (Includes AV, etc.)	1	750	750

Sub

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
e	1	144	144
rea	1	80	80
	1	72	72
	1	144	144
	1	144	144
	1	64	64

Sub Total 648

uite

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	21	100	2100
pist	2	500	1000
	1	60	60
Therapy Room	2	600	1200
	1	24	24
ary (Includes AV, etc.)	1	750	750

217

Sub Total 5,134

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Large Group Instructional Areas			
Auditorium	-	-	-
Gym	1	4000	4000
(Locker & Shower)	2	400	800
Vocational Training	2	600	1200
Music	1	600	600
Art	1	600	600

Sub

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Food Services			
Kitchen	1	1000	1000
Cafeteria	1	3500	3500
Office	1	80	80

Sub

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet	
ional Areas				
	-	-	-	
	1	4000	4000	
er)	2	400	800	
ing	2	600	1200	
	1	600	600	
	1	600	600	
			Sub Total	7,200
	1	1000	1000	
	1	3500	3500	
	1	80	80	
			Sub Total	4,580

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Auxiliary Areas			
Faculty Lounge	1	500	500
Adult Toilet Facilities	2	144	288
Student Toilet Facilities	4	144	576
Additional Storage	12	36	432

Sub

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Maintenance Area			
Maintenance Office	1	80	80
Storage	3	100	300
Furnace Room	1	600	600

Sub

Total Square Footage - - - - - - - -

Swimming Pool Area 4000

Needed Acreage

(Based on 10 acres and 1 acre for every 100 students) 18

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	500	500
cilities	2	144	288
Facilities	4	144	576
age	12	36	432

Sub Total 1,796

ffice	1	80	80
	3	100	300
	1	600	600

Sub Total 980

Total Square Footage - - - - - - - - - - - - - - - - - - 94,568

4000

es and 18
100 students)

PROJECT SERCH - IDENTIFICATION DATA

Region	County	Number of Children Identified for Placement in Project Serch Facilities Deaf	Deaf-Blind	Psychiatric Care	Residential Care	Day Care	(Homebound Instruction) Emotionally Disturbed	Multiple Handicap	State Waiting List	TOTAL	REGIONAL TOTALS
2	Essex	119	10	1	15	51	207	15	1	419	659
	Union	105	2	1	10	34	84	3	1	240	
Agencies Supplying Above Data		State Dept. of Ed. for Deaf	Comm. for Blind	Office of Mental Health	Office of Mental Retard.	Bur. of Day Care	County Child Study Supervisors		Office of Mental Retard.		

Percent of Severely Handicapped Based on BEH Percentage

Region	County	Severely Handicapped Bur. of Census 1970 .16% of School Age Pop. 5-9	10-14	15-19	TOTAL	REGIONAL TOTAL
2	Essex	137	137	123	397	629
	Union	75	84	73	232	

REFERENCES: "General Population Characteristics of New Jersey" - A U.S. Department of Commerce Publication

PROJECT SERCH - IDENTIFICATION DATA

of Children Identified for Placement in Project Serch Facilities

Psychiatric Care	Residential Care	Day Care	(Homebound Instruction) Emotionally Disturbed	Multiple Handicap	State Waiting List	TOTAL	REGIONAL TOTALS
1	15	51	207	15	1	419	659
1	10	34	84	3	1	240	
Office of Mental Health	Office of Mental Retard.	Bur. of Day Care	County Child Study Supervisors		Office of Mental Retard.		

upplying Above Data

* Adjusted Identification Data	
Emotionally Disturbed	336
Deaf	224
Multiple Handicap	160
Total	720

* These figures compiled at 3rd Planning Unit Meeting

Percent of Severely Handicapped
Based on BEH Percentage

ion	County	Severely Handicapped Bur. of Census 1970 .16% of School Age Pop. 5-9	10-14	15-19	TOTAL	REGIONAL TOTAL
	Essex	137	137	123	397	629
	Union	75	84	73	232	

l Population Characteristics of New Jersey" - A U.S. Department of Commerce Publication

RECOMMENDATIONS

REGION 3

REGION 3
(Hunterdon, Warren, Sussex, and Morris Counties)

EDUCATIONAL SPECIFICATIONS RECOMMENDED

Background

A. Educational Philosophy

The Legislature shall provide for the maintenance of a thorough and efficient system of free public schools for the instruction of all handicapped children in this state between birth and 21 years of age.

B. Parent and Educator Goals and Needs

(See state-wide Appendix)

C. Funds

Facilities will be established under the $25,000,000 bonding authority as determined by law.

School Population

Regional Total - 345 Severely Handicapped children. (This figure based on Identification data plus additional figures supplied by Regional Planning Units).

(See attached Tables) (See State-wide Appendix)

Educational Program

A. Curricular and Co-curricular Activities

Modified athletic activities should be provided based on student population's needs.

Intermural and interscholastic activities should be provided.

Provisions for cultural activities (i.e. fine arts) should be made.

Field trips should be made available.

A. Curricular and Co-curricular Activities (Continued)

Activities conducted jointly with normal schools should be planned.

Parents should be encouraged to participate in all aspects of "school life".

B. Unique Teaching Methods

Time-out rooms or booths should be provided.

Bathrooms of suitable size for instruction should be provided in each classroom.

A sink should be provided in each classroom.

C. Adult and Community Use

The facilities should be available for "off hours" use by other handicapped persons and the community in general.

Adult and community education programs for the handicapped should be provided.

Recreational programs (evening, weekend, and summer) should be made available.

Social activities for the handicapped of the community should be offered.

D. Educational Technology

Some classrooms may need "ceiling tracks" for the physical support of physically impaired children.

All rooms should have adequate soundproofing.

Observation windows (one-way mirror) should be placed in each room.

Loop systems should be provided in an appropriate numbered classrooms.

Ancillary Services

A. Administrative Organization

Regional head administrator servicing a number of buildings is needed.

A. Administrative Organization (Continued)

Program Directors in each facility are needed.

Aides should be provided.

Volunteers should be utilized as a supplement to aides.

B. Health Services

Full-time nurse

The following personnel should be available:

Dentist
Audiologist
Physician

C. Guidance

Psychiatric services available

Counseling Psychologists

Guidance Counselors

Social Workers

Crisis Counselor

Crisis Teacher

D. Special Services

Communication staff (Speech Therapists, etc.)

Physical Therapists

Occupational Therapists

Driver Education

Adaptive Physical Education

E. Food Services

Cafeteria services should be provided. When desirable, students may eat in the classroom.

F. Auditorium/Gymnasium

This room should be close to a covered student loading zone and may be utilized as a receiving area for students upon arrival at the school.

Library/Resource Center

G. Storage

Adequate storage areas must be provided.

Physical Features

A. Site and Location

The Planning Unit felt that three sites within Region 3 were needed in order to assure ease of transportation and program availability to all children included in the target population who reside within the Region.

It was proposed that one facility be located in each of the following areas:

Parsippany-Troy, Morristown area	(Morris County)
Hopatcong Area	(Southeast Sussex County)
Clinton	(Hunterdon County)

The following sites are recommended for further examination by the State:

Site 1

Hunterdon State School, 22.78, Clinton

Site 2

Any available land in Hopatcong area.

Site 3

Hackettstown State Land, Route 46

Site 4

Glen Gardner, Hunterdon County (Any available land)

Site 5

Any available land in the Parsippany-Troy, Morristown area

Site 6

Unused facility, Mt. Olive Public Schools

Site 7

Land adjacent to Warren Day Training Center, Route 57

Site 8

Warren Acres land

(For specific locations, see Regional Map)

B. Size

(See attached Capacity Sheets)

C. Playgrounds and Parking

Playgrounds must be safely designed.

Adequate Parking Facilities must be available,

D. Instructional and Ancillary Space

Dental facilities must be available

Parent counseling room (lounge type) should be provided

A general conference room should be provided

220 electrical outlets must be installed in appropriate area

A "team" room for small group meetings should be available

An instructional room per facility for the communications staff should be available.

A large physical therapy suite per facility should be provided.

An Occupational Suite containing the following areas should be provided:

Apartment
Pre-vocational room
Arts and Crafts
Perceptual Training Space

E. Unique Features

Specialized swimming pools (Portable or inground)

Outside emergency doors in each classroom must be provided (door width should accommodate wheelchairs)

Videotape capabilities should be installed during construction or renovation.

The building should have air conditioning for 12 month usage.

Other Recommendations

A. Items for Consideration

Summer programs should be provided.

Construction should allow for some "open" areas in the facility.

The building should be constructed so as to be flexible in its use.

The architects should have input from the participants of Project SERCH in their planning.

Salaries of staff of the facility should be high enough to attract quality personnel.

Any facility planned should be constructed so as to enable modification and/or enlargement. This may be needed in order to service pre-school children and increased population in this region.

WARREN COUNTY

Bureau of census 1970
.16 % of pop ulation
5 to 20 years of age

AGES 5 to 9 11
10 to 14 12
14 to 19 10

TOTAL 33

STATISTICAL DATA FROM AGENCIES

DEAF	DEAF BLIND	EMOTIONAL DISTURBED
12	0	2

MULTIPLE HANDICAP	OTHER	DAY CARE	RESIDENTIAL
1	2	12	2

TOTAL 31

POPULATED AREAS -PROJECTION- (Census 1970)

AREA	NUMBER
Hacketown	3
Phillipsburg	10
Washington	3

SUSSEX COUNTY

Bureau of census 1970
.16 % of pop ulation
5 to 20 years of age

AGES 5 to 9 14
10 to 14 13
14 to 19 10

TOTAL 37

STATISTICAL DATA FROM AGENCIES

DEAF	DEAF BLIND	EMOTIONAL DISTURBED
1	1	2

MULTIPLE HANDICAP	OTHER	DAY CARE	RESIDENTIAL
0	2	2	2

TOTAL 10

POPULATED AREAS -PROJECTION- (Census 1970)

AREA	NUMBER
Vernon	5
Newton	5
Sparta Twp.	9
Hopatcong	7

HUNTERDON COUNTY

Bureau of census 1970
.16 % of pop ulation
5 to 20 years of age

AGES 5 to 9 11
10 to 14 12
14 to 19 9

TOTAL 32

STATISTICAL DATA FROM AGENCIES

DEAF	DEAF BLIND	EMOTIONAL DISTURBED
15	0	0

MULTIPLE HANDICAP	OTHER	DAY CARE	RESIDENTIAL
2	4	6	2

TOTAL 29

POPULATED AREAS -PROJECTION- (Census 1970)

AREA	NUMBER
Clinton Twp.	3
Raritan Twp.	4
Readington Twp.	4
Lambertville	2

MORRIS COUNTY

Bureau of census 1970
.16 % of pop ulation
5 to 20 years of age

AGES 5 to 9 67
10 to 14 65
14 to 19 49

TOTAL 181

STATISTICAL DATA FROM AGENCIES

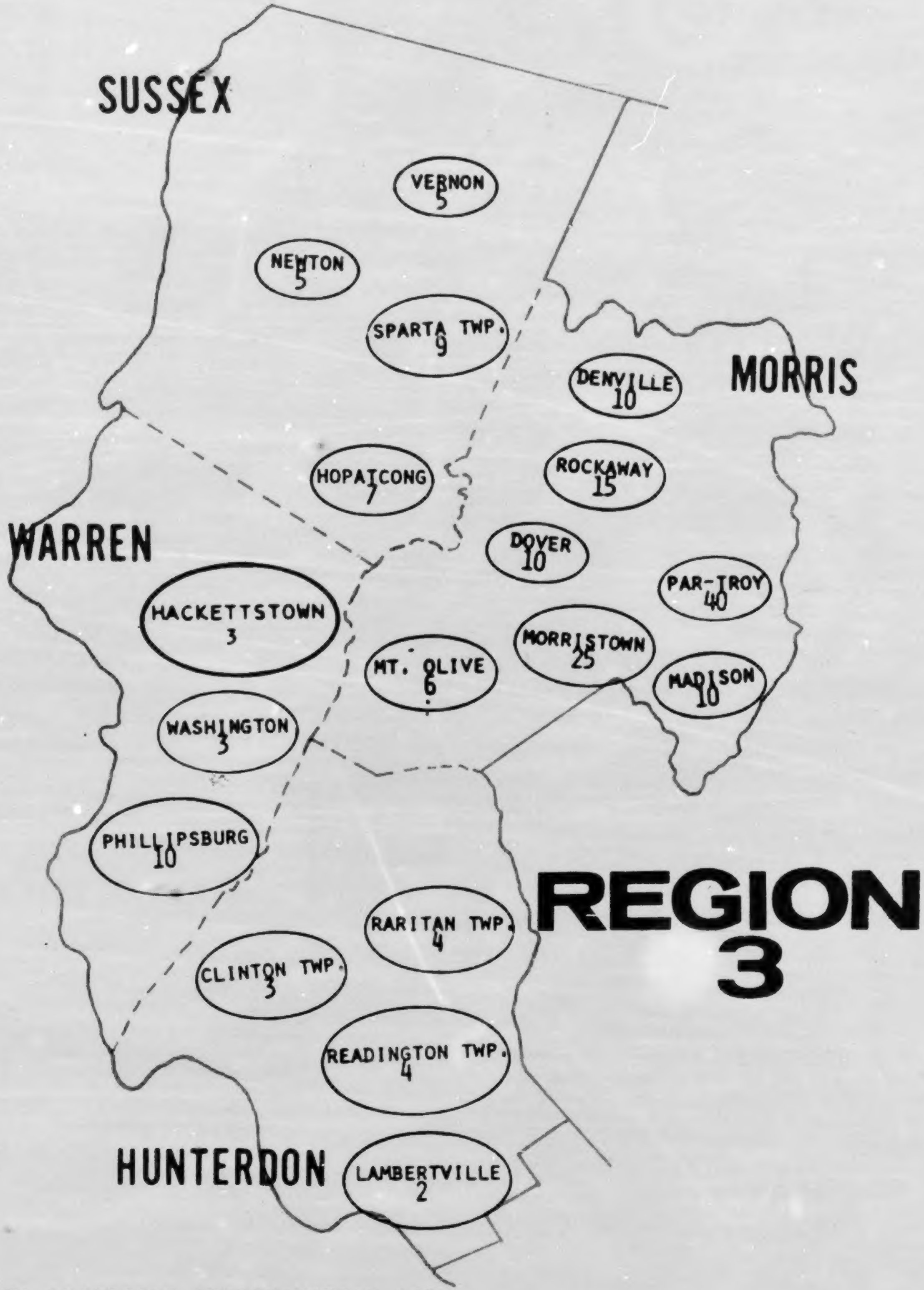
DEAF	DEAF BLIND	EMOTIONAL DISTURBED
23	2	25

MULTIPLE HANDICAP	OTHER	DAY CARE	RESIDENTIAL
5	4	32	7

TOTAL 98

POPULATED AREAS -PROJECTION- (Census 1970)

AREA	NUMBER
Denville	10
Rockaway	15
Dover	10
Mt. Olive	6
Par-Troy	40
Morristown	25
Madison	10


SUSSEX
VERNON 5
NEWTON 5
SPARTA TWP. 9
MORRIS
DENVILLE 10
HOPATCONG 7
ROCKAWAY 15
WARREN
DOVER 10
PAR-TROY 40
HACKETTSTOWN 3
MORRISTOWN 25
MT. OLIVE 6
MADISON 10
WASHINGTON 3
PHILLIPSBURG 10
RARITAN TWP. 4
CLINTON TWP. 3
READINGTON TWP. 4
HUNTERDON
LAMBERTVILLE 2

REGION 3

(FIGURES REPRESENT APPROXIMATELY 50%
OF THE ESTIMATED TARGET POPULATION)

REGION 3

May Key

Area A (Morris County)

Parsippany-Troy, Morristown, any lands available

Mt. Olive, unused public school facility

Area B (Sussex)

Hopatcong, any land available

Area C (Hunterdon & Warren Counties)

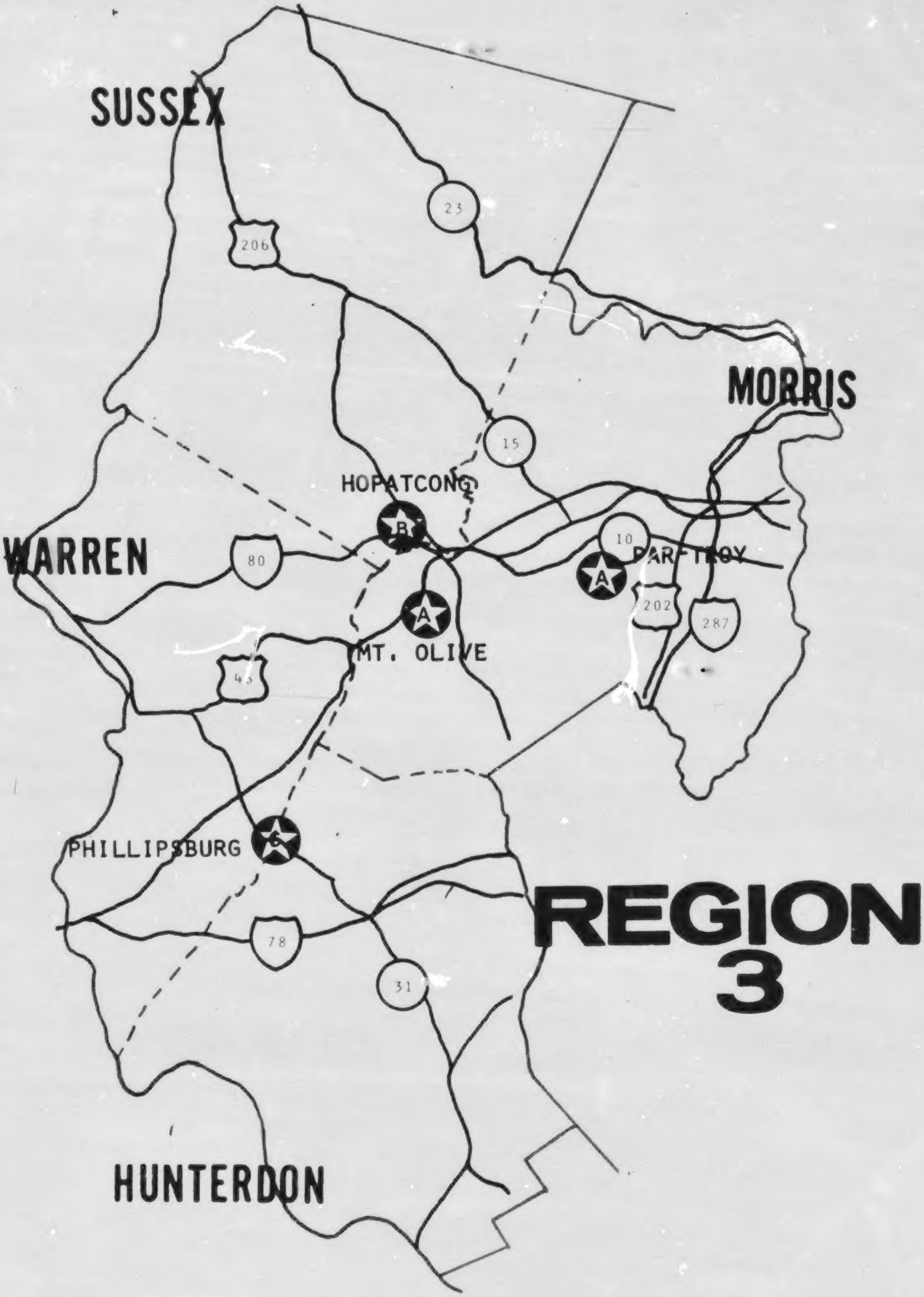
Flemington, Hunterdon State School, Rt. 202

Hackettstown, State land, Rt. 46

Glen Gardner, any land available

Warren Day Training Center, Rt. 57, land adjacent

Warren Acres land


SUSSEX
23
206
MORRIS
15
HOPATCONG
B
10
PAR-TROY
A
WARREN
80
A
202
287
MT. OLIVE
46
PHILLIPSBURG
C
78
31
HUNTERDON

REGION 3

PROJECT SERCH CAPACITY WORKSHEET

REGION III AREA "A" COUNTY Morris HAN

I	II	III	IV	V	VI	
Instructional Area	Number of Teaching Stations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Tota Pupi Stat
Auditory Handicapped	3	64	89	840	8	2
Emotionally Disturbed	8	64	89	1,200	8	6
*Multiple Handicapped	9	64	89	1,200	8	6
						Sub T

* Deaf-Blind students are included under the category of "Multiple Handicapped" for the purpos capacity determination

** Sub Total Square Feet includes Teacher Space

All footage is estimated, and are subject to architectural modification

PROJECT SERCH CAPACITY WORKSHEET

AREA "A" COUNTY Morris HANDICAPS All

II	III	IV	V	VI	VII	VIII
umber of eaching tations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Total Pupil Stations	Sub Total** Square Foot
3	64	89	840	8	25	2417
8	64	89	1,200	8	63	6119
9	64	89	1,200	8	69	6737
					Sub Total - - -	15,273

included under the category of "Multiple Handicapped" for the purposes of

ncludes Teacher Space

, and are subject
on

ANCILLARY AREAS (NO CAPACITY)

Administrative Suite

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Principal's Office	1	144	144
Program Director's	3	144	432
Parent Reception Room	1	144	144
Conference Room	1	270	270
Secretarial Area	2	144	288
Duplicating Room	1	144	144

Sub To

Guidance Suite

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Counselors	2	100	200
Social Worker	2	144	288
Learning Disability Teacher/Consultant	2	100	200
Parent Training Room	1	300	300
Educational Research Office	1	144	144
Psychologist Office	1	144	144
"Team" Room	1	200	200

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
e	1	144	144
's	3	144	432
Room	1	144	144
	1	270	270
	2	144	288
n	1	144	144

Sub Total 1,422

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	2	100	200
	2	144	288
ty Teacher/Consultant	2	100	200
oom	1	300	300
arch Office	1	144	144
ce	1	144	144
	1	200	200

1,476

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Health Suite			
Nurse's Office	1	144	144
Examination Area	1	80	80
Dental Area	1	72	72
Itinerant Area	1	144	144
Cot Room	1	144	144
Toilet Room	1	64	64
			Sub To
Special Services Suite			
Speech Rooms	5	100	500
Physical Therapist	1	450	450
(Storage)	1	60	60
Occupational Therapy Room	1	600	600
(Storage)	1	24	27
Resource/Library (Includes AV, etc.)	1	750	750
			Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	144	144
	1	80	80
	1	72	72
	1	144	144
	1	144	144
	1	64	64

Sub Total 648

e

	5	100	500
t	1	450	450
	1	60	60
rapy Room	1	600	600
	1	24	27
(Includes AV, etc.)	1	750	750

Sub Total 2,387

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Large Group Instructional Areas			
Auditorium/Gymnasium	1	3,200	3,200
Gym	-	-	-
(Locker & Shower)	2	300	600
Vocational Training	1	600	600
Music	1	600	600
Art	1	600	600

Sub T

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Food Services			
Kitchen	1	500	500
Cafeteria	1	2,000	2,000
Office	1	80	80

Sub T

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet		
onal Areas					
sium	1	3,200	3,200		
	-	-	-		
)	2	300	600		
ng	1	600	600		
	1	600	600		
	1	600	600		
				Sub Total	5,600
	1	500	500		
	1	2,000	2,000		
	1	80	80		
				Sub Total	2,580

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet	
Auxiliary Areas				
Faculty Lounge	1	300	300	
Adult Toilet Facilities	2	144	288	
Student Toilet Facilities	2	144	288	
Additional Storage	4	36	144	
				Sub To
Maintenance Area				
Maintenance Office	1	80	80	
Storage	2	100	200	
Furnace Room	1	600	600	
				Sub To

Total Square Footage - - - - - - - - - - - -

Swimming Pool Area 4,000

Needed Acreage

(Based on 10 acres and
1 acre for every 100 students) 12

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	300	300
ties	2	144	288
lities	2	144	288
	4	36	144

Sub Total 1,020

e	1	80	80
	2	100	200
	1	600	600

Sub Total 880

Total Square Footage - - - - - - - - - - - - - - - - - - - 31,286

4,000

nd 12
students)

PROJECT SERCH CAPACITY WORKSHEET

REGION III AREA "B" COUNTY Sussex HA

I	II	III	IV	V	VI	
Instructional Area	Number of Teaching Stations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Tot Pu Sta
Auditory Handicapped	2	64	89	840	8	
Emotionally Disturbed	3	64	89	1,200	8	
*Multiple Handicapped	8	64	89	1,200	8	
						Sub

* Deaf-Blind students are included under the category of "Multiple Handicapped" for the purpo capacity determination

** Sub Total Square Feet includes Teacher Space

All footage is estimated, and are subject to architectural modification

PROJECT SERCH CAPACITY WORKSHEET

AREA "B" COUNTY Sussex HANDICAPS All

II	III	IV	V	VI	VII	VIII
Number of Teaching Stations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Total Pupil Stations	Sub Total** Square Foot
2	64	89	840	8	13	1,285
3	64	89	1,200	8	24	2,328
8	64	89	1,200	8	41	3,969
					Sub Total - - -	7,582

e included under the category of "Multiple Handicapped" for the purposes of

includes Teacher Space

, and are subject
ion

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Administrative Suite			
Principal's Office	1	144	144
Program Director's	3	144	432
Parent Reception Room	1	144	144
Conference Room	1	270	270
Secretarial Area	1	144	144
Duplicating Room	1	144	144

Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Guidance Suite			
Counselors	1	100	100
Social Worker	1	144	144
Learning Disability Teacher/Consultant	1	100	100
Parent Training Room	1	300	300
Educational Research Office	1	144	144
Psychologist Office	1	144	144
"Team" Room	1	200	200

Sub T

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	144	144
	3	144	432
oom	1	144	144
	1	270	270
	1	144	144
	1	144	144
		Sub Total	1,278
	1	100	100
	1	144	144
Teacher/Consultant	1	100	100
om	1	300	300
ch Office	1	144	144
e	1	144	144
	1	200	200
		Sub Total	1,132

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Health Suite			
Nurse's Office	1	144	144
Examination Area	1	80	80
Dental Area	1	72	72
Itinerant Area	1	144	144
Cot Room	1	144	144
Toilet Room	1	64	64

Sub T

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Special Services Suite			
Speech Rooms	3	100	300
Physical Therapist	1	450	450
(Storage)	1	60	60
Occupational Therapy Room	1	600	600
(Storage)	1	24	24
Resource/Library (Includes AV, etc.)	1	750	750

Sub T

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	144	144
	1	80	80
	1	72	72
	1	144	144
	1	144	144
	1	64	64

Sub Total 648

e

	3	100	300
st	1	450	450
	1	60	60
rapy Room	1	600	600
	1	24	24
(Includes AV, etc.)	1	750	750

Sub Total 2,184

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Large Group Instructional Areas			
Auditorium/Gymnasium	1	2,500	2,500
Gym	-	-	-
(Locker & Shower)	2	300	600
Vocational Training	1	600	600
Music	1	600	600
Art	1	600	600

Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Food Services			
Kitchen	1	500	500
Cafeteria	1	1,500	1,500
Office	1	80	80

Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
onal Areas			
asium	1	2,500	2,500
	-	-	-
)	2	300	600
ng	1	600	600
	1	600	600
	1	600	600

Sub Total 4,900

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	500	500
	1	1,500	1,500
	1	80	80

Sub Total 2,080

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Auxiliary Areas			
Faculty Lounge	1	300	300
Adult Toilet Facilities	2	144	288
Student Toilet Facilities	2	144	288
Additional Storage	4	36	144
Sub T			
Maintenance Area			
Maintenance Office	1	80	80
Storage	2	100	200
Furnace Room	1	600	600
Sub T			

Total Square Footage - - - - - - - - - -

Swimming Pool Area 4,000

Needed Acreage

(Based on 10 acres and 1 acre for every 100 students) 11

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet	
	1	300	300	
ities	2	144	288	
cilities	2	144	288	
e	4	36	144	
			Sub Total	1,020
ce	1	80	80	
	2	100	200	
	1	600	600	
			Sub Total	880

Total Square Footage - - - - - - - - - - - - - - - - - - 21,704

4,000

and 11
students)

PROJECT SERCH CAPACITY WORKSHEET

REGION III AREA "C" COUNTY Hunterdon HAN

I	II	III	IV	V	VI	
Instructional Area	Number of Teaching Stations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Tota Pup Stat
Auditory Handicapped	2	64	89	840	8	
Emotionally Disturbed	6	64	89	1,200	8	
*Multiple Handicapped	6	64	89	1,200	8	
						Sub

* Deaf-Blind students are included under the category of "Multiple Handicapped" for the purpos capacity determination

** Sub Total Square Feet includes Teacher Space

All footage is estimated, and are subject to architectural modification

PROJECT SERCH CAPACITY WORKSHEET

AREA "C" COUNTY Hunterdon HANDICAPS All

II	III	IV	V	VI	VII	VIII
umber of eaching tations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Total Pupil Stations	Sub Total** Square Foot
2	64	89	840	8	15	1,463
6	64	89	1,200	8	47	4,567
6	64	89	1,200	8	48	4,656
					Sub Total - - -	10,686

included under the category of "Multiple Handicapped" for the purposes of

ncludes Teacher Space

and are subject
on

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Administrative Suite			
Principal's Office	1	144	144
Program Director's	3	144	432
Parent Reception Room	1	144	144
Conference Room	1	270	270
Secretarial Area	1	144	144
Duplicating Room	1	144	144

Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Guidance Suite			
Counselors	1	100	100
Social Worker	1	144	144
Learning Disability Teacher/Consultant	1	100	100
Parent Training Room	1	300	300
Educational Research Office	1	144	144
Psychologist Office	1	144	144
"Team" Room	1	200	200

Sub To

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet		
	1	144	144		
s	3	144	432		
Room	1	144	144		
	1	270	270		
	1	144	144		
	1	144	144		
				Sub Total	1,278
	1	100	100		
	1	144	144		
y Teacher/Consultant	1	100	100		
om	1	300	300		
rch Office	1	144	144		
ce	1	144	144		
	1	200	200		
				Sub Total	1,132

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Health Suite			
Nurse's Office	1	144	144
Examination Area	1	80	80
Dental Area	1	72	72
Itinerant Area	1	144	144
Cot Room	1	144	144
Toilet Room	1	64	64

Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Special Services Suite			
Speech Rooms	3	100	300
Physical Therapist	1	450	450
(Storage)	1	60	60
Occupational Therapy Room	1	600	600
(Storage)	1	24	24
Resource/Library (Includes AV, etc.)	1	750	750

Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet	
	1	144	144	
	1	80	80	
	1	72	72	
	1	144	144	
	1	144	144	
	1	64	64	
				Sub Total 648
e				
	3	100	300	
st	1	450	450	
	1	60	60	
erapy Room	1	600	600	
	1	24	24	
(Includes AV, etc.)	1	750	750	
				Sub Total 2,184

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Large Group Instructional Areas			
Auditorium/Gymnasium	1	2,500	2,500
Gym	-	-	-
(Locker & Shower)	2	300	600
Vocational Training	1	600	600
Music	1	600	600
Art	1	600	600
			Sub To
Food Services			
Kitchen	1	500	500
Cafeteria	1	1,500	1,500
Office	1	80	80
			Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet		
al Areas					
ium	1	2,500	2,500		
	-	-	-		
	2	300	600		
g	1	600	600		
	1	600	600		
	1	600	600		
				Sub Total	4,900
	1	500	500		
	1	1,500	1,500		
	1	80	80		
				Sub Total	2,080

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Auxiliary Areas			
Faculty Lounge	1	300	300
Adult Toilet Facilities	2	144	288
Student Toilet Facilities	2	144	288
Additional Storage	4	36	144

Sub T

Maintenance Area			
Maintenance Office	1	80	80
Storage	2	100	200
Furnace Room	1	600	600

Sub T

Total Square Footage - - - - - - - - - -

Swimming Pool Area	4,000
Needed Acreage	
(Based on 10 acres and 1 acre for every 100 students)	12

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	300	300
ties	2	144	288
ilities	2	144	288
	4	36	144

Sub Total 1,020

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
e	1	80	80
	2	100	200
	1	600	600

Sub Total 880

Total Square Footage - - - - - - - - - - - - - - - - - - 24,808

4,000

nd 12
students)

PROJECT SERCH - IDENTIFICATION DATA

Region	County	Number of Children Identified for Placement in Project Serch Facilities									REGIONAL TOTALS
		Deaf	Deaf-Blind	Psychiatric Care	Residential Care	Day Care	(Homebound Instruction) Emotionally Disturbed	(Homebound Instruction) Multiple Handicap	State Waiting List	TOTAL	
3	Sussex	1	1	1	2	2	2	0	1	10	
	Warren	12	0	1	2	12	2	1	1	31	
	Hunterdon	15	0	2	2	6	0	2	2	29	
	Morris	23	2	2	7	32	25	5	2	98	168
	Agencies Supplying Above Data	State Dept. of Ed. for Deaf	Comm. for Blind	Office of Mental Health	Office of Mental Retard.	Bur. of Day Care	County Child Study Supervisors		Office of Mental Retard.		

Percent of Severely Handicapped Based on BEH Percentage

Region	County	Severely Handicapped Bur. of Census 1970 .16% of School Age Pop.			TOTAL	REGIONAL TOTAL
		5-9	10-14	15-19		
3	Sussex	14	13	10	37	
	Warren	11	12	10	33	
	Hunterdon	11	12	9	32	
	Morris	67	65	49	181	283

REFERENCES: "General Population Characteristics of New Jersey" - A U.S. Department of Commerce Publication

PROJECT SERCH - IDENTIFICATION DATA

mber of Children Identified for Placement in Project Serch Facilities								
Deaf-Blind	Psychiatric Care	Residen-tial Care	Day Care	(Homebound Instruction) Emotionally Disturbed	Multiple Handicap	State Waitin List	TOTAL	REGIONAL TOTALS
1	1	2	2	2	0	1	10	
0	1	2	12	2	1	1	31	
0	2	2	6	0	2	2	29	
2	2	7	32	25	5	2	98	168
omm. for lind	Office of Mental Health	Office of Mental Retard.	Bur. of Day Care	County Child Study Supervisors		Office of Mental Retard.		

ies Supplying Above Data

* Adjusted Identification Data	
Emotionally Disturbed	134
Deaf	53
Multiple Handicap	158
Total	345

* These figures compiled at 3rd Planning Unit Meeting

Percent of Severely Handicapped
Based on BEH Percentage

County	Severely Handicapped Bur. of Census 1970 .16% of School Age Pop. 5-9	10-14	15-19	TOTAL	REGIONAL TOTAL
Sussex	14	13	10	37	
Warren	11	12	10	33	
Hunterdon	11	12	9	32	
Morris	67	65	49	181	283

pulation Characteristics of New Jersey" - A U.S. Department of Commerce Publication

RECOMMENDATIONS

REGION 4

REGION 4
(Middlesex, Mercer, Somerset Counties)

EDUCATIONAL SPECIFICATIONS RECOMMENDED

Background

A. Educational Philosophy

The Legislature shall provide for the maintenance of a thorough and efficient system of free public schools for the instruction of all children in this State between birth and 21 years of age.

That every handicapped child will have a quality, sequential educational program, birth through 21 years of age, commensurate with this needs wherever he resides in the State of New Jersey.

That every child, including handicapped children, shall have readily available the services of a basic child study team to identify, diagnose, classify and to place him in an appropriate educational program.

That every handicapped child shall have the opportunity to participate in all educational programs and services available to all children within a local school district commensurate with his needs. (Vocational Education, Art, Music, Physical Education, etc.)

That every handicapped child shall have an opportunity to partake in educational experiences with non-handicapped school children commensurate with his needs.

That children's educational programs be an integration of home and school life, including family counseling and training.

B. Parent and Educator Goals and Needs

(See state-wide Appendix)

C. Funds

Facilities will be established under the $25,000,000 bonding authority as determined by law.

School Population

A Regional Total - 353 Severely Handicapped children.

(This figure based on Identification data plus additional figures supplied by Regional Planning Units)

This figure (360) includes the target population (excluding the Deaf) of Mercer County (Region 4)

(See attached tables) (See State-wide Appendix)

Educational Program

A. Curricular and Co-curricular Activities

The school day should be as long as or longer than the normal school day.

The curriculum should be individually based.

The curriculum should be "career" oriented.

"Career" awareness should be taught through utilization of community leaders as a supplement to staff activities.

B. Unique Teaching Methods

Toilet and showering facilities for instructional use should be readily available to each classroom.

A sink should be provided in each classroom.

Observation (one-way) mirrors should be provided for each classroom.

Home Center Suites (cooking, etc.) should be available for every 4-6 rooms.

A separate office should be provided for each teacher (This office connected to each classroom)

C. Adult and Community Use

The facility should be utilized on a 12 month basis.

Parent training programs should be available.

Summer programs should be made available to handicapped children in the community.

C. Adult and Community Use (Continued)

The adult handicapped of the community should have vocational and continuing educational services provided at Project SERCH facilities.

D. Educational Technology

Induction microphones might be utilized for working with deaf and/or distractable students.

Each instructional area should have videotape capabilities.

Some rooms may have "ceiling tracks" for severely physically handicapped students.

A loop system for deaf students should be available in some rooms.

Flexible ceiling to floor partitions should be placed in some rooms.

Ancillary Services

A. Administrative Organization

Each facility should have directors and coordinators as needed.

B. Health Services

Health Suite

The Health Suite should include:

Cot room
Nurse's Office
Examing Room
Dental Area

Medical services should be purchased on an "as-needed" basis.

C. Guidance

Consulting offices should be available.

Psychiatric services should be available.

Space should be available for 1 to 1 consultation and for larger group consultations.

C. Guidance (Continued)

Some form of child study team should be available on an "in-house" basis. If three facilities are constructed, the larger facility should have a full child study team and the two smaller facilities should share a child study team.

In addition to the child study team, a "crisis team" of regular staff members should be developed. Parents may also become involved in this team.

D. Special Services

Speech Therapists - 1 to 15 students

Physical Therapy (Suite based on population)

Occupational Therapists (These combined with pre-vocational program)
1-30 students

E. Food Services

Kitchen and dining area for every 4 to 6 classes. This may be in conjunction with "Home Center" Suites.

In addition, a small general cafeteria may be utilized.

F. Gymnasium
(No auditorium is seen as needed)

Library/Resource Center

G. Storage

Storage in each classroom

Large equipment storage room

Storage room for maintenance and storage of prosthetic devices.

Physical Features

A. Site and Location

The Planning Unit felt that two sites within Region 4 were needed in order to assure ease of transportation and program availability to all children included in the target population who reside within the region.

In addition, the Planning Unit felt that a facility constructed at Bordentown (Johnstone Research Center) located in Region 5 should service the severely handicapped children of Mercer County.

It was proposed that one facility be located within Middlesex County and one facility located in Somerset County.

The following sites are recommended for further examination by the State:

Site 1

Edison area (Perth Amboy) (or Camp Kilmer land) near Route 287 - Middlesex County

Site 2

Any available site located between Franklin Township, Hillsborough and Montgomery Township (Located where Route 95 is planned to cross Route 206).

Site 3

Johnston Research Center lands (to service Region 5 and Southern Mercer County) Route 130 and Route 295.

(For specific locations see Regional Map)

B. Size

(See attached Capacity Sheet)

C. Playgrounds and Parking

Each facility should have a covering for all weather loading and unloading of students.

Barriers should be placed around playground equipment.

Each facility should be well landscaped.

If land is limited underground parking might be considered.

D. Instructional and Ancillary Space

Each facility must have adequate conference room space.

Each facility should have "testing rooms" for evaluations.

Dental equipment should be provided in the Health Suite.

Vocational training suites should be located in each facility.

E. Unique Features

A nursery-type playroom should be provided for siblings of students attending the facility. This might be provided in order that parent conferences and parent training might take place on a regular basis.

A swimming pool should be constructed with subdivisions for use by children with specific handicapping conditions.

MERCER COUNTY

Bureau of census 1970
.16 % of population
5 to 20 years of age

AGES 5 to 9 43
10 to 14 45
14 to 19 43

TOTAL 131

STATISTICAL DATA FROM AGENCIES

DEAF	DEAF BLIND	EMOTIONAL DISTURBED
49	0	70

MULTIPLE HANDICAP	OTHER	DAY CARE	RESIDENTIAL
7	2	34	6

TOTAL 168

POPULATED AREAS -PROJECTION- (Census 1970)

AREA	NUMBER
Ewing	12
Trenton	43
Hamilton	26

SOMERSET COUNTY

Bureau of census 1970
.16 % of pop ulation
5 to 20 years of age

AGES 5 to 9 35
10 to 14 36
14 to 19 26

TOTAL 97

STATISTICAL DATA FROM AGENCIES

DEAF	DEAF BLIND	EMOTIONAL DISTURBED
20	0	25

MULTIPLE HANDICAP	OTHER	DAY CARE	RESIDENTIAL
5	4	26	4

TOTAL 84

POPULATED AREAS -PROJECTION- (Census 1970)

AREA	NUMBER
Raritan	5
Plainfield	10
Hillsborough Twp.	20
Franklin Twp.	20
Montgomery Twp.	10

MIDDLESEX COUNTY

Bureau of census 1970
.16 % of pop ulation
5 to 20 years of age

AGES 5 to 9 97
10 to 14 99
14 to 19 84

TOTAL 280

STATISTICAL DATA FROM AGENCIES

DEAF	DEAF BLIND	EMOTIONAL DISTURBED
57	2	72

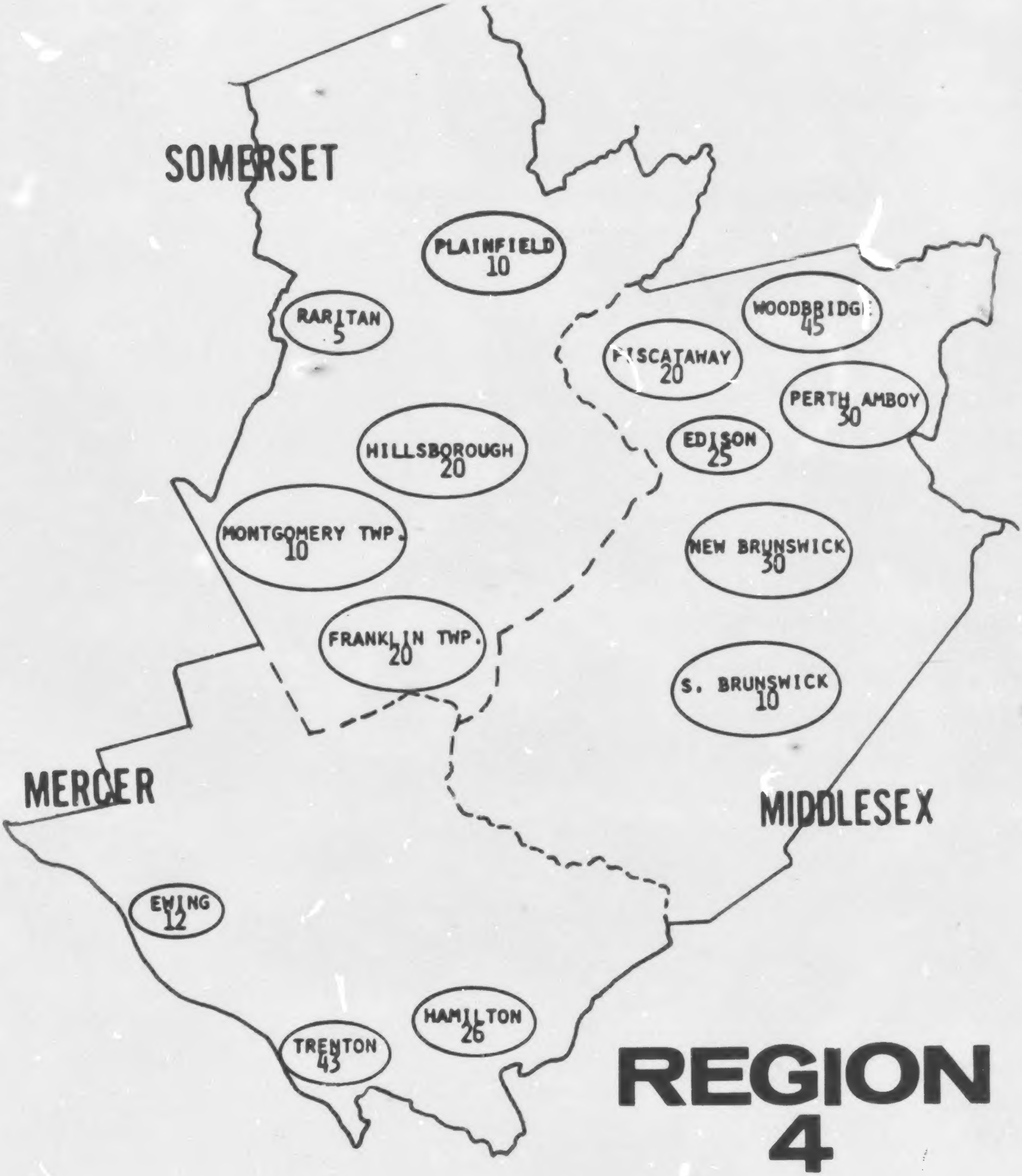
MULTIPLE HANDICAP	OTHER	DAY CARE	RESIDENTIAL
6	4	32	12

TOTAL 185

POPULATED AREAS -PROJECTION- (Census 1970)

AREA	NUMBER
Piscataway	20
Woodbridge	45
Edison	25
Perth Amboy	30
New Brunswick	30
S. Brunswick	10

280


SOMERSET
PLAINFIELD 10
RARITAN 5
HILLSBOROUGH 20
MONTGOMERY TWP. 10
FRANKLIN TWP. 20
WOODBRIDGE 45
PISCATAWAY 20
PERTH AMBOY 30
EDISON 25
NEW BRUNSWICK 30
S. BRUNSWICK 10
MERCER
MIDDLESEX
EWING 12
HAMILTON 26
TRENTON 43

REGION
4

(FIGURES REPRESENT APPROXIMATELY 50%
OF THE ESTIMATED TARGET POPULATION)

REGION 4

Map Key

Area A (Middlesex County)

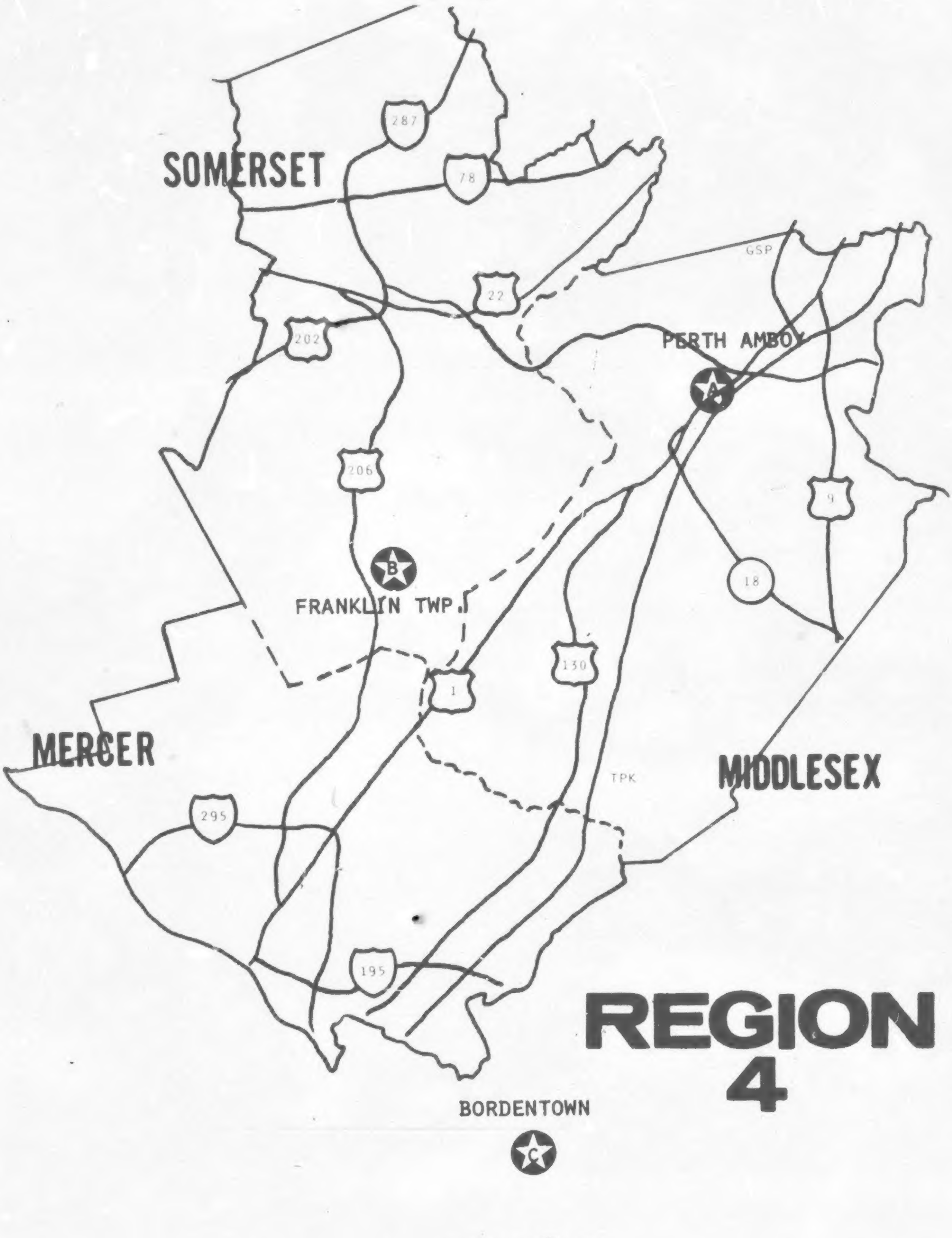
Edison (Perth Amboy), Camp Kilmer or any available lands

Area B (Somerset County)

Franklin, Hillsborough, Montgomery, near Rt. 95 and 206, any available lands

Area C (Burlington County)

Bordentown (See Capacity Sheet Region 5)


SOMERSET
287
78
GSP
22
202
PERTH AMBOY
A
206
9
B
FRANKLIN TWP.
18
130
1
MERCER
TPK
MIDDLESEX
295
195
BORDENTOWN
C

REGION 4

PROJECT SERCH CAPACITY WORKSHEET

REGION IV AREA "A" COUNTY Middlesex H

I	II	III	IV	V	Vı	
Instructional Area	Number of Teaching Stations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	To Pu St
Auditory Handicapped	(Will be serviced by Katzenbach School)		89	840	8	
Emotionally Disturbed	17	64	89	1,200	8	
*Multiple Handicapped	19	64	89	1,200	8	
						Su

* Deaf-Blind students are included under the category of "Multiple Handicapped" for the purp capacity determination

** Sub Total Square Feet includes Teacher Space

All footage is estimated, and are subject to architectural modification

PROJECT SERCH CAPACITY WORKSHEET

AREA "A" COUNTY Middlesex HANDICAPS All

II	III	IV	V	VI	VII	VIII
umber of eaching tations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Total Pupil Stations	Sub Total** Square Foot
(ill be serviced by zen bach School)		89	840	8	-	-
17	64	89	1,200	8	133	12,861
19	64	89	1,200	8	150	14,630
					Sub Total - - -	27,491

included under the category of "Multiple Handicapped" for the purposes of

ncludes Teacher Space

and are subject
on

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Administrative Suite			
Principal's Office	1	144	144
Program Director's	2	144	288
Parent Reception Room	1	144	144
Conference Room	1	270	270
Secretarial Area	2	144	288
Duplicating Room	1	144	144

Sub T

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Guidance Suite			
Counselors	3	100	300
Social Worker	3	144	432
Learning Disability Teacher/Consultant	4	100	400
Parent Training Room	1	300	300
Educational Research Office	1	144	144
Psychologist Office	3	144	432
Consultation Room	1	144	144
Testing Room	1	120	120

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	144	144
s	2	144	288
Room	1	144	144
	1	270	270
	2	144	288
	1	144	144

Sub Total 1,134

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	3	100	300
	3	144	432
y Teacher/Consultant	4	100	400
om	1	300	300
ch Office	1	144	144
e	3	144	432
	1	144	144
	1	120	120

Sub Total 2,272

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Health Suite			
Nurse's Office	1	144	144
Examination Area	1	80	80
Dental Area	1	72	72
Itinerant Area	1	144	144
Cot Room	1	144	144
Toilet Room	1	64	64

Sub

Special Services Suite			
Speech Rooms	8	100	800
Physical Therapist	1	500	500
(Storage)	1	60	60
Occupational Therapy Room	1	600	600
(Storage)	1	24	24
Resource/Library (Includes AV, etc.)	1	750	750
Nursery-Playroom	1	400	400

Sub

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	144	144
	1	80	80
	1	72	72
	1	144	144
	1	144	144
	1	64	64

Sub Total 648

e

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	8	100	800
st	1	500	500
	1	60	60
rapy Room	1	600	600
	1	24	24
(Includes AV, etc.)	1	750	750
	1	400	400

Sub Total 3,134

8

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Large Group Instructional Areas			
Auditorium	-	-	-
Gym	1	3,000	3,000
(Locker & Shower)	2	300	600
Vocational Training	1	600	600
Music	1	600	600
Art	1	600	600

Sub Tot

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Food Services			
Kitchen	1	500	500
Cafeteria	1	2,000	2,000
Office	1	80	80
Dining Areas	6	1,000	6,000

Sub Tot

al Areas

Number of Rooms	Square Feet Per Room	Sub Total Square Feet
-	-	-
1	3,000	3,000
2	300	600
1	600	600
1	600	600
1	600	600

Sub Total 5,400

Number of Rooms	Square Feet Per Room	Sub Total Square Feet
1	500	500
1	2,000	2,000
1	80	80
6	1,000	6,000

Sub Total 8,580

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Auxiliary Areas			
Faculty Lounge	1	300	300
Adult Toilet Facilities	2	144	288
Student Toilet Facilities	2	144	288
Additional Storage	4	36	144

Sub T

Maintenance Area			
Maintenance Office	1	80	80
Storage	2	100	200
Furnace Room	1	600	600

Sub T

Total Square Footage - - - - - - - - - -

Swimming Pool Area 4,000

Needed Acreage

(Based on 10 acres and 1 acre for every 100 students) 14

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	300	300
lities	2	144	288
cilities	2	144	288
e	4	36	144

Sub Total 1,020

ce	1	80	80
	2	100	200
	1	600	600

Sub Total 880

Total Square Footage - - - - - - - - - - - - - - - - - - - 50,559

4,000

and 1 acre 14
lents)

PROJECT SERCH CAPACITY WORKSHEET

REGION IV AREA "B" COUNTY Somerset HAND

I	II	III	IV	V	VI	
Instructional Area	Number of Teaching Stations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Total Pupil Statio
Auditory Handicapped	(Will be serviced by Katzenbach School)		89	840	8	-
Emotionally Disturbed	4	64	89	1,200	8	25
*Multiple Handicapped	8	64	89	1,200	8	45
						Sub To

* Deaf-Blind students are included under the category of "Multiple Handicapped" for the purpose capacity determination

** Sub Total Square Feet includes Teacher Space

All footage is estimated, and are subject to architectural modification

PROJECT SERCH CAPACITY WORKSHEET

AREA "B" COUNTY Somerset HANDICAPS All

II	III	IV	V	VI	VII	VIII
umber of eaching tations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Total Pupil Stations	Sub Total** Square Foot
ill be serviced by tzenbach School)		89	840	8	-	-
4	64	89	1,200	8	25	2,481
8	64	89	1,200	8	45	4,389
					Sub Total - - -	6,870

included under the category of "Multiple Handicapped" for the purposes of

ncludes Teacher Space

and are subject

on

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet	
Administrative Suite				
Principal's Office	1	144	144	
Program Director's	2	144	288	
Parent Reception Room	1	144	144	
Conference Room	1	270	270	
Secretarial Area	1	144	144	
Duplicating Room	1	144	144	
				Sub To
Guidance Suite				
Counselors	1	100	100	
Social Worker	1	144	144	
Learning Disability Teacher/Consultant	1	100	100	
Parent Training Room	1	300	300	
Educational Research Office	1	144	144	
Psychologist Office	1	144	144	
Consultation Room	1	144	144	
Testing Room	1	120	120	Sub To

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	144	144
s	2	144	288
Room	1	144	144
	1	270	270
	1	144	144
	1	144	144

Sub Total 1,134

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	100	100
	1	144	144
y Teacher/Consultant	1	100	100
om	1	300	300
ch Office	1	144	144
e	1	144	144
	1	144	144
	1	120	120

Sub Total 1,196

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet	
Health Suite				
Nurse's Office	1	144	144	
Examination Area	1	80	80	
Dental Area	1	72	72	
Itinerant Area	1	144	144	
Cot Room	1	144	144	
Toilet Room	1	64	64	
				Sub To
Special Services Suite				
Speech Rooms	3	100	300	
Physical Therapist	1	450	450	
(Storage)	1	60	60	
Occupational Therapy Room	1	600	600	
(Storage)	1	24	24	
Resource/Library (Includes AV, etc.)	1	750	750	
				Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet	
	1	144	144	
	1	80	80	
	1	72	72	
	1	144	144	
	1	144	144	
	1	64	64	
				Sub Total 648
	3	100	300	
t	1	450	450	
	1	60	60	
apy Room	1	600	600	
	1	24	24	
(Includes AV, etc.)	1	750	750	
				Sub Total 2,184

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Large Group Instructional Areas			
Auditorium	1	1,800	1,800
Gym	1	2,500	2,500
(Locker & Shower)	2	300	600
Vocational Training	1	600	600
Music	1	600	600
Art	1	600	600

Sub T

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Food Services			
Kitchen	1	500	500
Cafeteria	1	1,500	1,500
Office	1	80	80
Dining Areas	2	800	1,600

Sub T

ional Areas

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	1,800	1,800
	1	2,500	2,500
er)	2	300	600
ing	1	600	600
	1	600	600
	1	600	600

Sub Total 6,700

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	500	500
	1	1,500	1,500
	1	80	80
	2	800	1,600

Sub Total 3,680

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Auxiliary Areas			
Faculty Lounge	1	300	300
Adult Toilet Facilities	2	144	288
Student Toilet Facilities	2	144	288
Additional Storage	4	36	144

Sub Tot

Maintenance Area			
Maintenance Office	1	80	80
Storage	2	100	200
Furnace Room	1	600	600

Sub Tot

Total Square Footage - - - - - - - - - - -

Swimming Pool Area 4,000

Needed Acreage

(Based on 10 acres per 100 students and 1 acre for every 100 additional students) 10

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	300	300
ies	2	144	288
lities	2	144	288
	4	36	144

Sub Total 1,020

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
e	1	80	80
	2	100	200
	1	600	600

Sub Total 880

Total Square Footage - - - - - - - - - - - - - - - - - - 24,312

4,000

er 100 10
for
l students)

PROJECT SERCH - IDENTIFICATION DATA

Region	County	Number of Children Identified for Placement in Project Serch Facilities									REGIONAL TOTALS
		Deaf	Deaf-Blind	Psychiatric Care	Residential Care	Day Care	(Homebound Instruction) Emotionally Disturbed	Multiple Handicap	State Waiting List	TOTAL	
4	Mercer	49	0	1	6	34	70	7	1	168	437
	Middlesex	57	2	2	12	32	72	6	2	185	
	Somerset	20	0	2	4	26	25	5	2	84	

State Dept. of Ed. for Deaf	Comm. for Blind	Office of Mental Health	Office of Mental Retard.	Bur. of Day Care	County Child Study Supervisors	Office of Mental Retard.

Agencies Supplying Above Data

Percent of Severely Handicapped Based on BEH Percentage

Region	County	Severely Handicapped Bur. of Census 1970 .16% of School Age Pop.			TOTAL	REGIONAL TOTAL
		5-9	10-14	15-19		
4	Mercer	43	45	43	131	508
	Middlesex	97	99	84	280	
	Somerset	35	36	26	97	

REFERENCES: "General Population Characteristics of New Jersey" - A U.S. Department of Commerce Publication

PROJECT SERCH - IDENTIFICATION DATA

of Children Identified for Placement in Project Serch Facilities							REGIONAL TOTALS
Psychiatric Care	Residential Care	Day Care	(Homebound Instruction) Emotionally Disturbed	Multiple Handicap	State Waiting List	TOTAL	
1	6	34	70	7	1	168	437
2	12	32	72	6	2	185	
2	4	26	25	5	2	84	
Office of Mental Health	Office of Mental Retard.	Bur. of Day Care	County Child Study Supervisors		Office of Mental Retard.		

pplying Above Data

* Adjusted Identification Data	
Emotionally Disturbed	158
Deaf	**
Multiple Handicap	195
Total	353

* These figures compiled at 3rd Planning Unit Meeting

Percent of Severely Handicapped
Based on BEH Percentage

County	Severely Handicapped Bur. of Census 1970 .16% of School Age Pop.			TOTAL	REGIONAL TOTAL
	5-9	10-14	15-19		
Mercer	43	45	43	131	508
Middlesex	97	99	84	280	
Somerset	35	36	26	97	

Population Characteristics of New Jersey" - A U.S. Department of Commerce Publication

RECOMMENDATIONS

REGION 5

REGION 5
(Burlington, Monmouth and Ocean Counties)

EDUCATIONAL SPECIFICATIONS RECOMMENDED

Background

A. Educational Philosophy

The Legislature should provide for the maintenance of a thorough and efficient system of free public schools for the instruction of all children in this State between the ages of 5 and 21 years.

That every handicapped child will have a quality, sequential educational program 5 through 21 years of age commensurate with his needs wherever he resides in the State of New Jersey.

That every child, including handicapped children, shall have readily available the services of a basic child study team to identify, diagnose, classify and to recommend placement in an appropriate educational program.

That every handicapped child shall have a certified teacher who will possess the skills and understanding, to provide quality education commensurate with his needs.

That every handicapped child shall have the opportunity to participate in all educational programs and services available to all children within a local school district commensurate with his needs. (Vocational Education, Art, Music, Physical Education, etc.)

That every handicapped child shall have an opportunity to partake in educational experiences with non-handicapped school children commensurate with his needs.

The Goals of Project SERCH facilities are:

To provide an appropriate education for those placed in these facilities.

To provide an appropriate education for children so severely handicapped that they cannot be educated in existing programs.

To keep an ever-watchful eye out for the occurrence of children with severe handicaps and to administer to their needs.

B. Parent and Educator Goals and Needs

(See state-wide Appendix)

C. Funds

Facilities will be established under the $25,000,000 bonding authority as determined by law.

School Population

A. Regional Total - 360 Severely Handicapped Children.

(This figure based on Identification data plus additional figures supplied by Regional Planning Units)

This figure (360) includes the target population (excluding the Deaf) of Mercer County. (Region 4)

(See attached tables) (See State-wide Appendix)

Educational Program

A. Curricular and Co-curricular Activities

Varied activities for the handicapped supervised by trained personnel should be provided on a 12 month basis.

B. Unique Teaching Methods

Home economics should be provided in centrally located suites.

Work-training areas should be provided.

Each classroom should be provided with a sink.

C. Adult and Community Use

Programs for adult handicapped should be developed.

Sections of the facilities should be "closed" off during community use.

D. Educational Technology

One-way observation mirrors should be placed in each classroom and all one to one instructional rooms.

Based on the needs of the student population, many classrooms should have bathroom facilities of appropriate instruction size.

Each classroom should have outlets for the use of television.

Portable dividers should be provided in certain classrooms.

Some type of device to control the flow of electricity to outlets should be installed in each classroom.

Ancillary Services

A. Administrative Organization

Head Administrator per building

Potentially three program directors per facility

B. Health Services

At least three bays should be provided in each cot room.

Dental services should be available.

Dental chair and appropriate equipment should be provided.

Full time nurse with an office should be included.

Other medical services should be available for purchase of service.

C. Guidance

Some form of child study team should be established.

Learning disability teacher/consultants should be provided.

Psychologists should be placed on staff.

D. Special Services

Physical therapy should be housed in each facility.

Occupational therapists should be utilized.

Physical Education should be provided (Including adaptive physical education)

Speech therapy should be provided.

Art

Music

E. Food Services

Cafetorium with stage connecting it to gymnasium should be constructed.

F. Specialized Auditorium

No auditorium, per se, should be provided. Rather a cafetorium with stage placed between cafetorium and gymnasium should be constructed.

Library/Resource Room (Including storage of AV equipment)

G. Storage

A maintenance and storage area for prosthetic devises should be provided.

Physical Features

A. Site and Location

The Planning Unit felt that three sites within Region 5 were needed in order to assure ease of transportation and program availability to all children included in the target population who reside within the Region. It was proposed that one facility be located within each county.

In addition, the Planning Unit felt that children residing in the extreme southern sections of Burlington and Ocean Counties might be serviced by a facility located in the Atlantic City area of Region 6.

The following sites are recommended for further examination by the State:

Site 1

Bricktown area of Ocean County (North and East of Lakewood, where Route 88 crosses the Garden State Parkway)

Site 2

Johnstone Research Center lands, Burlington County (Located where Route 130 crosses Route 295, Bordentown)

Site 3

Middletown - Red Bank area (Located between Matawan and Long Branch along the Garden State Parkway and Route 36). Possibly on Garden State Arts Center land.

The Planning Unit felt that County lands may be available.

B. Size

(See attached capacity sheets)

C. Playgrounds and Parking

Adequate parking and safe playgrounds are needed.

D. Instructional and Ancillary Space

Vocational Training rooms with proper equipment should be provided.

Physical therapy rooms should be adjacent to the Health Services area.

Occupational Therapy rooms should be adjacent to home economics suites.

Adaptive physical education areas should be separate from the gymnasium and adjacent to or included in the Physical Therapy or Health Suites.

A parent reception room should be provided near administrative or guidance areas.

E. Unique Features

The facilities should be one story.

Ancillary and Administrative services should be centrally located within the facilities.

A swimming pool suitable for therapy and/or instruction should be provided.

MONMOUTH COUNTY

Bureau of census 1970
.16 % of pop ulation
5 to 20 years of age

AGES 5 to 9 80
10 to 14 79
14 to 19 62

TOTAL 221

STATISTICAL DATA FROM AGENCIES

DEAF	DEAF BLIND	EMOTIONAL DISTURBED
58	2	20

MULTIPLE HANDICAP	OTHER	DAY CARE	RESIDENTIAL
8	2	48	10

TOTAL 148

POPULATED AREAS -PROJECTION- (Census 1970)

AREA	NUMBER
Matawan	10
Howell	10
Asbury Park	10
Long Branch	45

OCEAN COUNTY

Bureau of census 1970
.16 % of population
5 to 20 years of age

AGES	
5 to 9	33
10 to 14	31
14 to 19	24

TOTAL 88

STATISTICAL DATA FROM AGENCIES

DEAF	DEAF BLIND	EMOTIONAL DISTURBED
30	1	0

MULTIPLE HANDICAP	OTHER	DAY CARE	RESIDENTIAL
1	2	19	3

TOTAL 56

POPULATED AREAS -PROJECTION- (Census 1970)

AREA	NUMBER
Lakewood	10
Toms River	15
Long Beach	15

BURLINGTON COUNTY

Bureau of census 1970
.16 % of pop ulation
5 to 20 years of age

AGES 5 to 9 56
10 to 14 56
14 to 19 54

TOTAL 166

STATISTICAL DATA FROM AGENCIES

DEAF	DEAF BLIND	EMOTIONAL DISTURBED
14	2	58

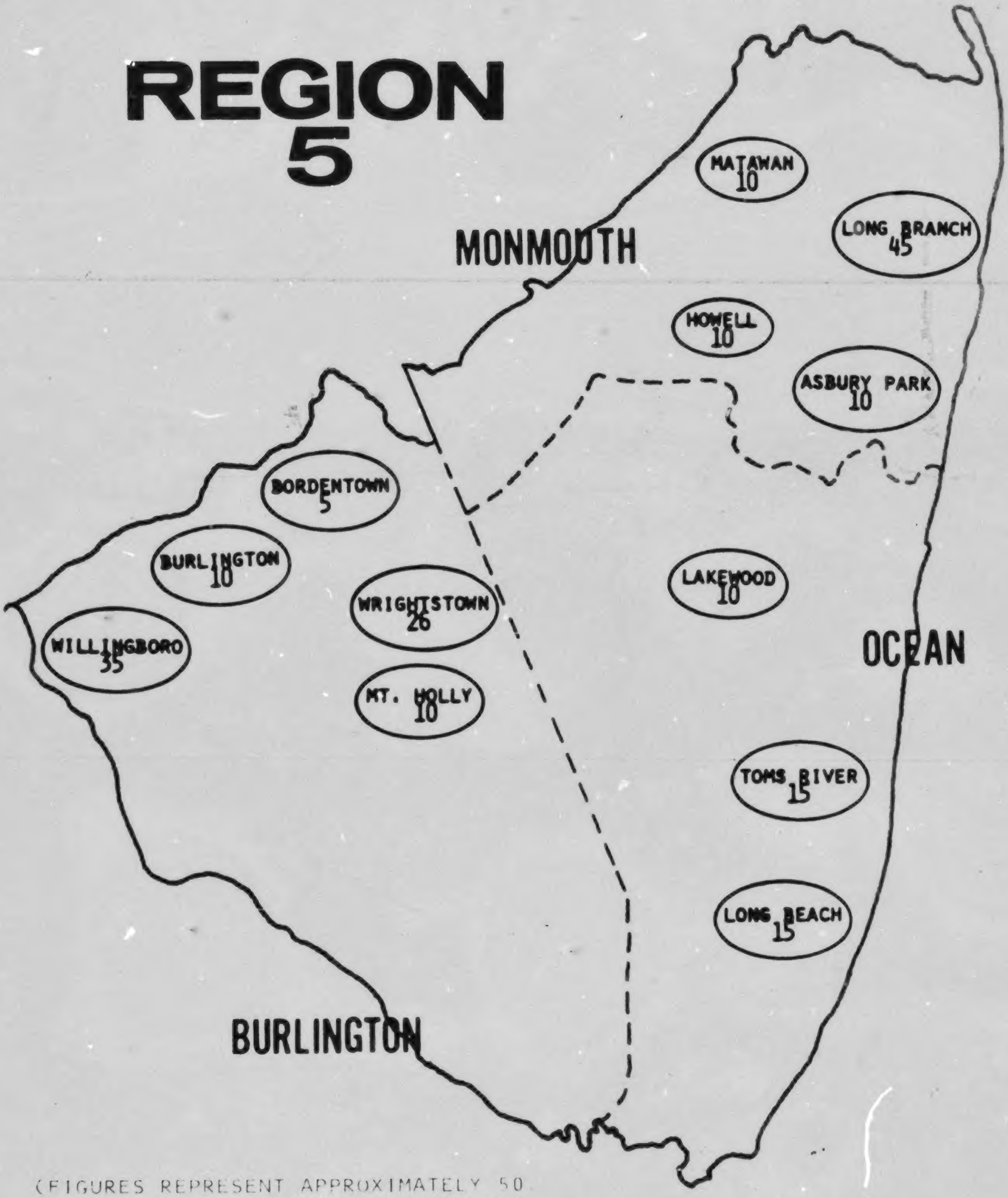
MULTIPLE HANDICAP	OTHER	DAY CARE	RESIDENTIAL
10	2	44	7

TOTAL 137

POPULATED AREAS -PROJECTION- (Census 1970)

AREA	NUMBER
Bordentown	5
Burlington	10
Wrightstown	26
Mt. Holly	10
Willingboro	35

REGION
5


MONMOUTH
MATAWAN 10
LONG BRANCH 45
HOWELL 10
ASBURY PARK 10
BORDENTOWN 5
BURLINGTON 10
WRIGHTSTOWN 26
WILLINGBORO 35
MT. HOLLY 10
LAKEWOOD 10
OCEAN
TOMS RIVER 15
LONG BEACH 15
BURLINGTON

(FIGURES REPRESENT APPROXIMATELY 50 OF THE ESTIMATED TARGET POPULATION)

REGION 5

Map Key

Area A (Burlington County)

Bordentown, Johnstone Research Center lands, Rt. 130 & 295

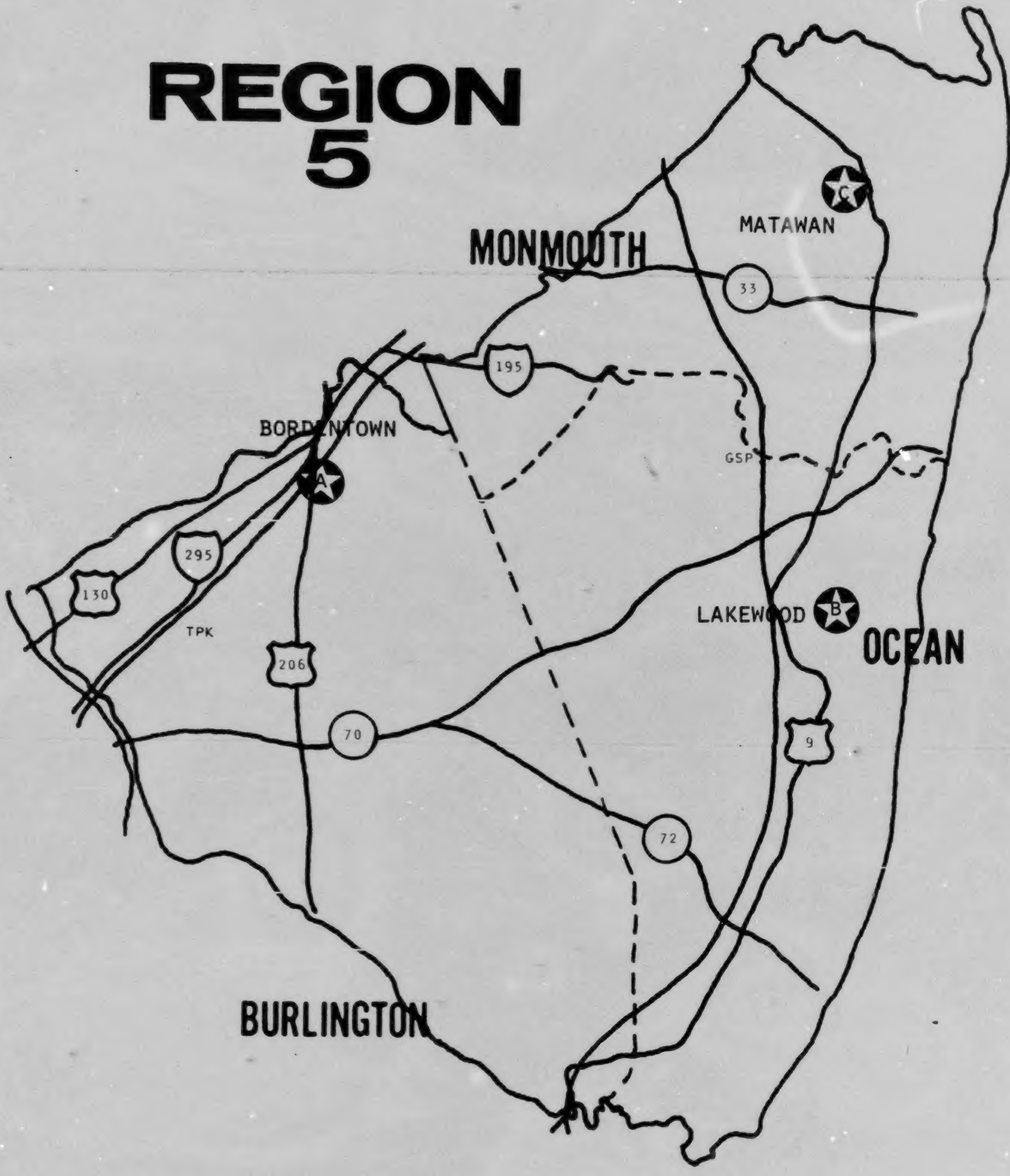
Area B (Ocean County)

Bricktown, Rt. 88 & Garden State Parkway, any available land

Area C (Monmouth County)

Middletown-Red Bank area, Garden State Parkway & Rt. 36, any lands available or Garden State Arts Center lands

REGION
5


C
MATAWAN
MONMOUTH
33
195
BORDENTOWN
GSP
A
295
130
TPK
206
LAKEWOOD
B
OCEAN
70
9
72
BURLINGTON

PROJECT SERCH CAPACITY WORKSHEET

REGION V AREA "A" COUNTY Burlington HA

I	II	III	IV	V	VI	
Instructional Area	Number of Teaching Stations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Tot Pup Sta
Auditory Handicapped	2	64	89	840	8	
Emotionally Disturbed	11	64	89	1,200	8	
*Multiple Handicapped	8	64	89	1,200	8	
						Sub

* Deaf-Blind students are included under the category of "Multiple Handicapped" for the purpo capacity determination

** Sub Total Square Feet includes Teacher Space

All footage is estimated, and are subject to architectural modification

PROJECT SERCH CAPACITY WORKSHEET

AREA "A" COUNTY Burlington HANDICAPS All

II Number of Teaching Stations	III Square Feet Per Teaching Station	IV Average Minimum Acceptable Sq. Ft. per Pupil	V Minimum Acceptable Gross Area in Square Feet	VI Pupil Stations	VII Total Pupil Stations	VIII Sub Total** Square Foot
2	64	89	840	8	14	1,374
11	64	89	1,200	8	90	8,714
8	64	89	1,200	8	60	5,852
					Sub Total - - -	15,940

e included under the category of "Multiple Handicapped" for the purposes of

includes Teacher Space 319

d, and are subject
tion

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Administrative Suite			
Principal's Office	1	144	144
Program Director's	3	144	432
Parent Reception Room	1	144	144
Conference Room	1	270	270
Secretarial Area	2	144	288
Duplicating Room	1	144	144

Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Guidance Suite			
Counselors	2	100	200
Social Worker	2	144	288
Learning Disability Teacher/Consultant	2	100	200
Parent Training Room	1	300	300
Educational Research Office	1	144	144
Psychologist Office	1	144	144

Sub T

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
e	1	144	144
s	3	144	432
Room	1	144	144
	1	270	270
	2	144	288
	1	144	144

Sub Total 1,422

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	2	100	200
	2	144	288
ty Teacher/Consultant	2	100	200
oom	1	300	300
rch Office	1	144	144
ce	1	144	144

322

321

Sub Total 1,276

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Health Suite			
Nurse's Office	1	144	144
Examination Area	1	80	80
Dental Area	1	72	72
Itinerant Area	1	144	144
Cot Room	1	144	144
Toilet Room	1	64	64

Sub T

Special Services Suite			
Speech Rooms	5	100	500
Physical Therapist	1	450	450
(Storage)	1	60	60
Occupational Therapy Room (Home Economic Suite)	1	600	600
(Storage)	1	24	27
Resource/Library (Includes AV, etc.)	1	750	750

Sub T

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	144	144
	1	80	80
	1	72	72
	1	144	144
	1	144	144
	1	64	64

Sub Total 648

	5	100	500
t	1	450	450
	1	60	60
rapy Room (Home Economic Suite)	1	600	600
	1	24	27
(Includes AV, etc.)	1	750	750

Sub Total 2,387

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet	
Large Group Instructional Areas				
Auditorium	-	-	-	
Gym	1	3,000	3,000	
(Locker & Shower)	2	300	600	
Vocational Training	1	600	600	
Music	1	600	600	
Art	1	600	600	
				Sub T
Food Services				
Kitchen	1	500	500	
Cafeteria/Auditorium	1	2,400	2,400	
Office	1	80	80	
				Sub T

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
onal Areas			
	-	-	-
	1	3,000	3,000
r)	2	300	600
ing	1	600	600
	1	600	600
	1	600	600

Sub Total 5,400

	1	500	500
rium	1	2,400	2,400
	1	80	80

Sub Total 2,980

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Auxiliary Areas			
Faculty Lounge	1	300	300
Adult Toilet Facilities	2	144	288
Student Toilet Facilities	2	144	288
Additional Storage	4	36	144

Sub T

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Maintenance Area			
Maintenance Office	1	80	80
Storage	2	100	200
Furnace Room	1	600	600

Sub T

Total Square Footage - - - - - - - - - -

Swimming Pool Area 4,000

Needed Acreage

(Based on 10 acres and 1 acre for every 100 students) 12

327

328

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	300	300
ties	2	144	288
cilities	2	144	288
e	4	36	144

Sub Total 1,020

ce	1	80	80
	2	100	200
	1	600	600

Sub Total 880

Total Square Footage - - - - - - - - - - - - - - - - - - 31,953

4,000

and 1 acre 12
udents)

PROJECT SERCH CAPACITY WORKSHEET

REGION V AREA "B" COUNTY Ocean HA

I	II	III	IV	V	VI	
Instructional Area	Number of Teaching Stations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Tot Pup Sta
Auditory Handicapped	4	64	89	840	8	30
Emotionally Disturbed	4	64	89	1,200	8	28
*Multiple Handicapped	3	64	89	1,200	8	20
						Sub

* Deaf-Blind students are included under the category of "Multiple Handicapped" for the purpos capacity determination

** Sub Total Square Feet includes Teacher Space

All footage is estimated, and are subject
to architectural modification

PROJECT SERCH CAPACITY WORKSHEET

AREA "B" COUNTY Ocean HANDICAPS All

II	III	IV	V	VI	VII	VIII
Number of Teaching Stations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Total Pupil Stations	Sub Total** Square Foot
4	64	89	840	8	30	2,926
4	64	89	1,200	8	28	2,748
3	64	89	1,200	8	20	1,972
					Sub Total - - -	7,646

e included under the category of "Multiple Handicapped" for the purposes of

includes Teacher Space

, and are subject
ion

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Administrative Suite			
Principal's Office	1	144	144
Program Director's	3	144	432
Parent Reception Room	1	144	144
Conference Room	1	270	270
Secretarial Area	1	144	144
Duplicating Room	1	144	144
			Sub T
Guidance Suite			
Counselors	1	100	100
Social Worker	1	144	144
Learning Disability Teacher/Consultant	1	100	100
Parent Training Room	1	300	300
Educational Research Office	1	144	144
Psychologist Office	1	144	144
			Sub T

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet		
	1	144	144		
s	3	144	432		
Room	1	144	144		
	1	270	270		
	1	144	144		
	1	144	144		
				Sub Total	1,278
	1	100	100		
	1	144	144		
y Teacher/Consultant	1	100	100		
om	1	300	300		
rch Office	1	144	144		
ce	1	144	144		
				Sub Total	932

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Health Suite			
Nurse's Office	1	144	144
Examination Area	1	80	80
Dental Area	1	72	72
Itinerant Area	1	144	144
Cot Room	1	144	144
Toilet Room	1	64	64

Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Special Services Suite			
Speech Rooms	3	100	300
Physical Therapist	1	450	450
(Storage)	1	60	60
Occupational Therapy Room(Home Economics Suite)	1	600	600
(Storage)	1	24	24
Resource/Library (Includes AV, etc.)	1	750	750

Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	144	144
	1	80	80
	1	72	72
	1	144	144
	1	144	144
	1	64	64

Sub Total 648

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	3	100	300
	1	450	450
	1	60	60
apy Room(Home Economics Suite)	1	600	600
	1	24	24
Includes AV, etc.)	1	750	750

Sub Total 2184

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Large Group Instructional Areas			
Auditorium	-	-	-
Gym	1	2,500	2,500
(Locker & Shower)	2	300	600
Vocational Training	1	600	600
Music	1	600	600
Art	1	600	600

Sub To

Food Services			
Kitchen	1	500	500
Cafeteria /Auditorium	1	1,800	1,800
Office	1	80	80

Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet		
onal Areas					
	-	-	-		
	1	2,500	2,500		
)	2	300	600		
ng	1	600	600		
	1	600	600		
	1	600	600		
				Sub Total	4,900
	1	500	500		
ium	1	1,800	1,800		
	1	80	80		
				Sub Total	2,380

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Auxiliary Areas			
Faculty Lounge	1	300	300
Adult Toilet Facilities	2	144	288
Student Toilet Facilities	2	144	288
Additional Storage	4	36	144
			Sub T
Maintenance Area			
Maintenance Office	1	80	80
Storage	2	100	200
Furnace Room	1	600	600
			Sub T

Total Square Footage - - - - - - - - - -

Swimming Pool Area 4,000

Needed Acreage

(Based on 10 acres per 100 students and 1 acre for every 100 additional students) 10

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet		
	1	300	300		
es	2	144	288		
ities	2	144	288		
	4	36	144		
				Sub Total	1,020
	1	80	80		
	2	100	200		
	1	600	600		
				Sub Total	880

Total Square Footage - - - - - - - - - - - - - - - - - - 21,868

4,000

r 100 10
for
students)

PROJECT SERCH CAPACITY WORKSHEET

REGION V AREA "C" COUNTY Monmouth HA

I	II	III	IV	V	VI	
Instructional Area	Number of Teaching Stations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Tot Pup Sta
Auditory Handicapped	7	64	89	840	8	
Emotionally Disturbed	5	64	89	1,200	8	
*Multiple Handicapped	3	64	89	1,200	8	
						Sub

* Deaf-Blind students are included under the category of "Multiple Handicapped" for the purpo capacity determination

** Sub Total Square Feet includes Teacher Space

All footage is estimated, and are subject to architectural modification

PROJECT SERCH CAPACITY WORKSHEET

AREA "C" COUNTY Monmouth HANDICAPS All

II	III	IV	V	VI	VII	VIII
Number of Teaching Stations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Total Pupil Stations	Sub Total** Square Foot
7	64	89	840	8	58	5,610
5	64	89	1,200	8	40	3,880
3	64	89	1,200	8	20	1,972
					Sub Total - - -	11,462

e included under the category of "Multiple Handicapped" for the purposes of

includes Teacher Space

, and are subject
ion

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Administrative Suite			
Principal's Office	1	144	144
Program Director's	3	144	432
Parent Reception Room	1	144	144
Conference Room	1	270	270
Secretarial Area	1	144	144
Duplicating Room	1	144	144

Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Guidance Suite			
Counselors	1	100	100
Social Worker	1	144	144
Learning Disability Teacher/Consultant	1	100	100
Parent Training Room	1	300	300
Educational Research Office	1	144	144
Psychologist Office	1	144	144

Sub To

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	144	144
	3	144	432
om	1	144	144
	1	270	270
	1	144	144
	1	144	144

Sub Total 1,278

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	100	100
	1	144	144
Teacher/Consultant	1	100	100
n	1	300	300
h Office	1	144	144
	1	144	144

Sub Total 932

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Health Suite			
Nurse's Office	1	144	144
Examination Area	1	80	80
Dental Area	1	72	72
Itinerant Area	1	144	144
Cot Room	1	144	144
Toilet Room	1	64	64

Sub T

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Special Services Suite			
Speech Rooms	3	100	300
Physical Therapist	1	450	450
(Storage)	1	60	60
Occupational Therapy Room (Home Economics Suite)	1	600	600
(Storage)	1	24	24
Resource/Library (Includes AV, etc.)	1	750	750

Sub T

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	144	144
	1	80	80
	1	72	72
	1	144	144
	1	144	144
	1	64	64

Sub Total 648

	3	100	300
t	1	450	450
	1	60	60
apy Room (Home Economics Suite)	1	600	600
	1	24	24
(Includes AV, etc.)	1	750	750

Sub Total 2,184

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Large Group Instructional Areas			
Auditorium	-	-	-
Gym	1	2,500	2,500
(Locker & Shower)	2	300	600
Vocational Training	1	600	600
Music	1	600	600
Art	1	600	600

Sub T

Food Services			
Kitchen	1	500	500
Cafeteria/Auditorium	1	1,800	1,800
Office	1	80	80

Sub T

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
nal Areas			
	-	-	-
	1	2,500	2,500
	2	300	600
g	1	600	600
	1	600	600
	1	600	600

Sub Total 4,900

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	500	500
um	1	1,800	1,800
	1	80	80

Sub Total 2,380

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Auxiliary Areas			
Faculty Lounge	1	300	300
Adult Toilet Facilities	2	144	288
Student Toilet Facilities	2	144	288
Additional Storage	4	36	144

Sub T

Maintenance Area			
Maintenance Office	1	80	80
Storage	2	100	200
Furnace Room	1	600	600

Sub To

Total Square Footage - - - - - - - - - - -

Swimming Pool Area 4,000

Needed Acreage

(Based on 10 acres per 100 students and 1 acre for every 100 additional students) 11

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	300	300
es	2	144	288
ities	2	144	288
	4	36	144

Sub Total 1,020

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	80	80
	2	100	200
	1	600	600

Sub Total 880

Total Square Footage - - - - - - - - - - - - - - - - - - - 25,684

4,000

r 100 11
for
students)

PROJECT SERCH - IDENTIFICATION DATA

Region	County	Number of Children Identified for Placement in Project Serch Facilities									REGIONAL TOTALS
		Deaf	Deaf-Blind	Psychiatric Care	Residential Care	Day Care	(Homebound Instruction) Emotionally Disturbed	Multiple Handicap	State Waiting List	TOTAL	
5	Burlington	14	2	1	7	44	58	10	1	137	341
	Ocean	30	1	1	3	19	0	1	1	56	
	Monmouth	58	2	1	10	48	20	8	1	148	

State Dept. of Ed. for Deaf	Comm. for Blind	Office of Mental Health	Office of Mental Retard.	Bur. of Day Care	County Child Study Supervisors	Office of Mental Retard.

Agencies Supplying Above Data

Percent of Severely Handicapped
Based on BEH Percentage

Region	County	Severely Handicapped Bur. of Census 1970 .16% of School Age Pop.			TOTAL	REGIONAL TOTAL
		5-9	10-14	15-19		
5	Burlington	56	56	54	166	475
	Ocean	33	31	24	88	
	Monmouth	80	79	62	221	

REFERENCES: "General Population Characteristics of New Jersey" - A U.S. Department of Commerce Publication

PROJECT SERCH - IDENTIFICATION DATA

f Children Identified for Placement in Project Serch Facilities

Psychiatric Care	Residential Care	Day Care	(Homebound Instruction) Emotionally Disturbed	Multiple Handicap	State Waiting List	TOTAL	REGIONAL TOTALS
1	7	44	58	10	1	137	341
1	3	19	0	1	1	56	
1	10	48	20	8	1	148	
Office of Mental Health	Office of Mental Retard.	Bur. of Day Care	County Child Study Supervisors		Office of Mental Retard.		

pplying Above Data

* Adjusted Identification Data	
Emotionally Disturbed	158
Deaf	102
Multiple Handicap	100
Total	360

* These figures compiled at 3rd Planning Unit Meeting

Percent of Severely Handicapped
Based on BEH Percentage

ounty	Severely Handicapped Bur. of Census 1970 .16% of School Age Pop. 5-9	10-14	15-19	TOTAL	REGIONAL TOTAL
ington	56	56	54	166	475
an	33	31	24	88	
mouth	80	79	62	221	

on Characteristics of New Jersey" - A U.S. Department of Commerce Publication

RECOMMENDATIONS

REGION 6

REGION 6
(Salem, Cumberland, Camden, Gloucester,
Cape May and Atlantic Counties)

EDUCATIONAL SPECIFICATIONS RECOMMENDED

Background

A. Educational Philosophy

The Legislature shall provide for the maintenance of a thorough and efficient system of free public schools for the instruction of all children in this state between birth and 21 years of age.

That every handicapped child will have a quality, sequential educational program birth to 21 years of age commensurate with his needs wherever he resides in the State of New Jersey.

That every handicapped child shall have an opportunity to partake in educational experiences with non-handicapped school children commensurate with his needs.

That every handicapped child placed in a Project SERCH facility must demonstrate the inability to benefit from participating in existing regular and special educational programs available within the public schools or non-public school programs available to the district.

B. Parent and Educator Goals and Needs

(See state-wide Appendix)

C. Funds

Facilities will be established under the $25,000,000 bonding authority as determined by law.

School Population

A. Regional Total - 536 Severely Handicapped Children. (This figure based on Identification data plus additional figures supplied by Regional Planning Units.)

(See attached Tables) (See State-wide Appendix)

Educational Program

A. Curricular and Co-curricular Activities

Small track and field might be established.

The facility and land surroundings should be adaptable to future needs of the student population in the area of physical education and recreation.

B. Unique Teaching Methods

Sinks should be provided in each classroom.

Bathrooms should be provided in classrooms which will house young children and severely physically handicapped students.

Mobility training should be offered on an itinerant basis.

Various classrooms should have a loop system installed.

C. Adult and Community Use

Recreational programs should be developed for both school-age and adult handicapped.

The facilities should be open for community use, but preference should be given to use by adult handicapped.

The facility should be considered for twelve month use and use during non-school hours.

D. Educational Technology

One-way mirrors should be provided for each classroom.

Crisis rooms or 1 to 1 rooms should be located within each classroom.

Ancillary Services

A. Administrative Organization

This should be developed by the State Education Department.

B. Health Services

Medical Suite should be included with areas for use by:

- Nurse
- Physician
- Dentist
- Orthopedic Surgeon
- Etc.

C. Guidance

Itinerant child study teams should be utilized on a regional basis.

Learning Disability Teacher/Consultants should be provided.

Psychological and Counseling Services should be provided.

D. Special Services

Speech therapists (1 to 20 students) should be provided.

Physical therapists should be provided.

Occupational therapists should be provided.

E. Food Services

Centralized cafeteria services should be developed.

F. Specialized Auditorium

A cafetorium or a combination of the gymnasium and auditorium should be provided.

G. Storage

Above adequate storage space should be available.

Physical Features

A. Site and Location

The Planning Unit felt that four sites within Region 6 were needed in order to assure ease of transportation and program availability to all children included in the target population who reside within the Region. It was proposed that one facility be located within each of the following counties:

Camden
Atlantic
Cumberland
Cape May

The following sites are recommended for further examination by the State.

Site 1:

Vineland, Cumberland County (located on State land adjacent to the Vineland State School).

Site 2:

Camden County (located at Archway School or on other land within Camden or Gloucester Counties).

Site 3:

Atlantic City area, Atlantic County (located near Smithville).

Site 4:

Cape May Courthouse, Cape May County, (located on County lands some of which may be sold at minimal cost to Cape May Special Services School District).

B. Size

(See attached capacity sheets)

C. Playgrounds and Parking

All play areas must be secure.

Parking must be sufficient for staff and special activities.

D. Instructional and Ancillary Space

Vocational Training areas should be provided.

Direct outside exits from classrooms should be provided.

Television (closed circuit) capabilities should be present in all classrooms.

Each classroom should have self-contained bathroom facilities.

Observation and crisis rooms should be available.

E. Unique Features

Though the building should be "barrier free," it should not be so sterile as to limit real life mobility training.

The facilities should be constructed on one floor level.

GLOUCESTER COUNTY

Bureau of census 1970
.16 % of pop ulation
5 to 20 years of age

AGES 5 to 9 30
10 to 14 30
14 to 19 24

TOTAL 84

STATISTICAL DATA FROM AGENCIES

DEAF	DEAF BLIND	EMOTIONAL DISTURBED
37	2	20

MULTIPLE HANDICAP	OTHER	DAY CARE	RESIDENTIAL
5	4	39	3

TOTAL 110

POPULATED AREAS -PROJECTION- (Census 1970)

AREA	NUMBER
Pitman	5
Deptford	12
Franklin Twp.	6
Monroe Twp.	7
~~Washington Twp.~~	~~8~~

CAMDEN COUNTY

Bureau of census 1970
.16 % of pop ulation
5 to 20 years of age

AGES 5 to 9 74
10 to 14 77
14 to 19 62

TOTAL 213

STATISTICAL DATA FROM AGENCIES

DEAF	DEAF BLIND	EMOTIONAL DISTURBED
48	2	57

MULTIPLE HANDICAP	OTHER	DAY CARE	RESIDENTIAL
2	4	70	8

TOTAL 191

POPULATED AREAS -PROJECTION- (Census 1970)

AREA	NUMBER
Camden	50
Cherry Hill	30
Gloucester Twp.	15
Pennsauken	18

ATLANTIC COUNTY

Bureau of census 1970
.16 % of pop ulation
5 to 20 years of age

AGES 5 to 9 25
10 to 14 26
14 to 19 21

TOTAL 72

STATISTICAL DATA FROM AGENCIES

DEAF	DEAF BLIND	EMOTIONAL DISTURBED
23	2	16

MULTIPLE HANDICAP	OTHER	DAY CARE	RESIDENTIAL
5	2	21	3

TOTAL 72

POPULATED AREAS -PROJECTION- (Census 1970)

AREA	NUMBER
Atlantic City	35
Egg Harbor	3
Hammonton	8

SALEM COUNTY

Bureau of census 1970
.16 % of pop ulation
5 to 20 years of age

AGES 5 to 9 10
10 to 14 11
14 to 19 9

TOTAL 30

STATISTICAL DATA FROM AGENCIES

DEAF	DEAF BLIND	EMOTIONAL DISTURBED
11	1	6

MULTIPLE HANDICAP	OTHER	DAY CARE	RESIDENTIAL
1	2	0	2

TOTAL 23

POPULATED AREAS -PROJECTION- (Census 1970)

AREA	NUMBER
Pennsville	3
Salem City	4
Penns Grove	3

CAPE MAY COUNTY

Bureau of census 1970
.16 % of population
5 to 20 years of age

AGES
5 to 9 7
10 to 14 8
14 to 19 7

TOTAL 22

STATISTICAL DATA FROM AGENCIES

DEAF	DEAF BLIND	EMOTIONAL DISTURBED
1	0	16

MULTIPLE HANDICAP	OTHER	DAY CARE	RESIDENTIAL
0	2	12	1

TOTAL 32

POPULATED AREAS -PROJECTION- (Census 1970)

AREA	NUMBER
Ocean City	8
Lower Twp.	8
Middle Twp.	6
Cape May	4
Wildwood	4

CUMBERLAND COUNTY

Bureau of census 1970
.16 % of pop ulation
5 to 20 years of age

AGES 5 to 9 19
10 to 14 19
14 to 19 16

TOTAL 54

STATISTICAL DATA FROM AGENCIES

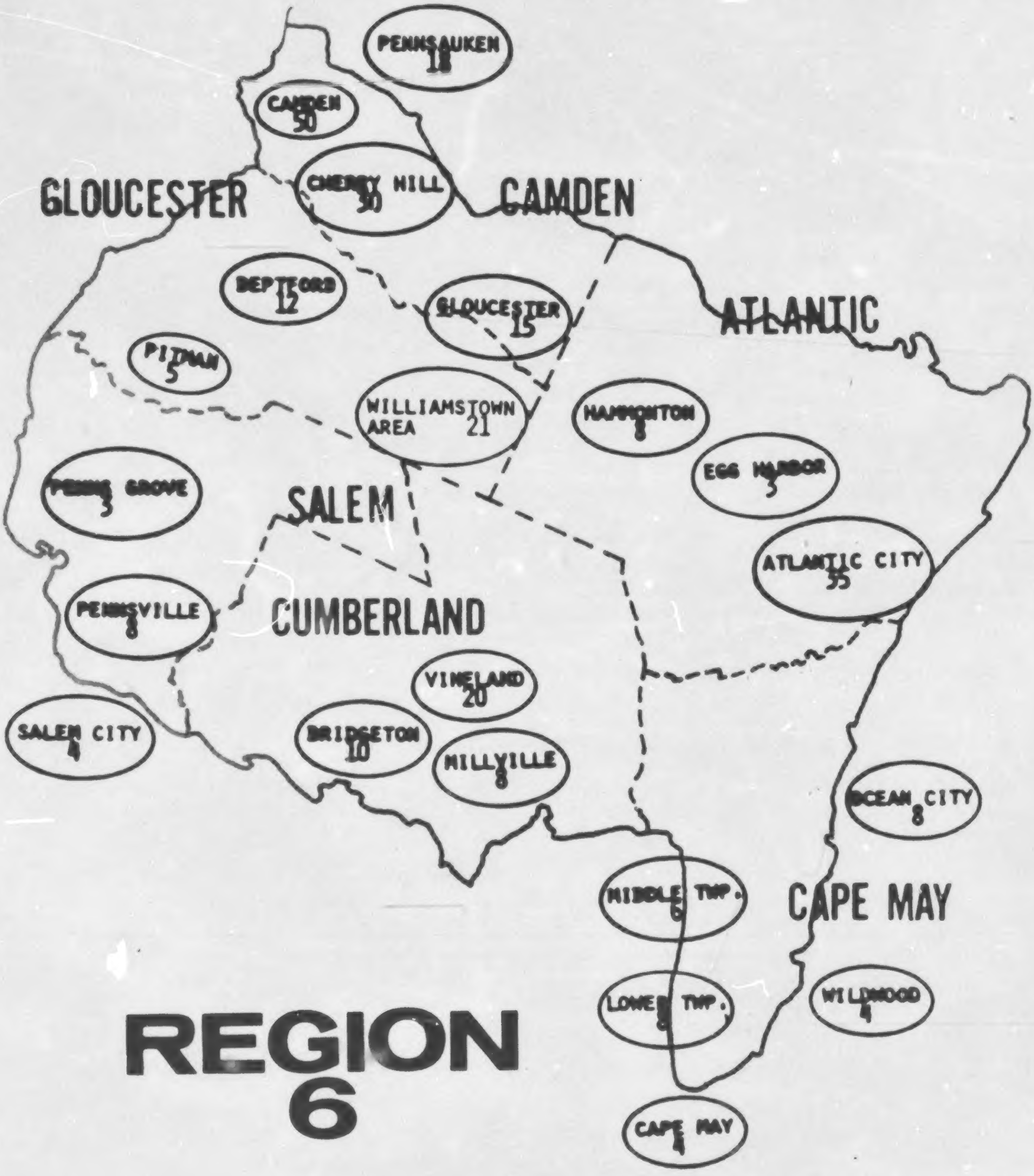
DEAF	DEAF BLIND	EMOTIONAL DISTURBED
19	0	2

MULTIPLE HANDICAP	OTHER	DAY CARE	RESIDENTIAL
1	2	32	2

TOTAL 60

POPULATED AREAS -PROJECTION- (Census 1970)

AREA	NUMBER
Vineland	20
Millville	8
Bridgeton	10


PENNSAUKEN
18
CAMDEN
50
CHERRY HILL
30
GLOUCESTER
CAMDEN
DEPTFORD
12
GLOUCESTER
15
ATLANTIC
PITMAN
5
WILLIAMSTOWN
AREA 21
HAMMONTON
8
EGG HARBOR
3
PENNS GROVE
3
SALEM
ATLANTIC CITY
35
PENNSVILLE
8
CUMBERLAND
VINELAND
20
SALEM CITY
4
BRIDGETON
10
MILLVILLE
8
OCEAN CITY
8
MIDDLE TWP.
6
CAPE MAY
LOWER TWP.
8
WILDWOOD
4
CAPE MAY
4

REGION 6

(FIGURES REPRESENT APPROXIMATELY 50% OF THE ESTIMATED TARGET POPULATION)

REGION 6

Map Key

Area A (Atlantic County)

Atlantic City, near Smithville, any available land

Area B (Cumberland County)

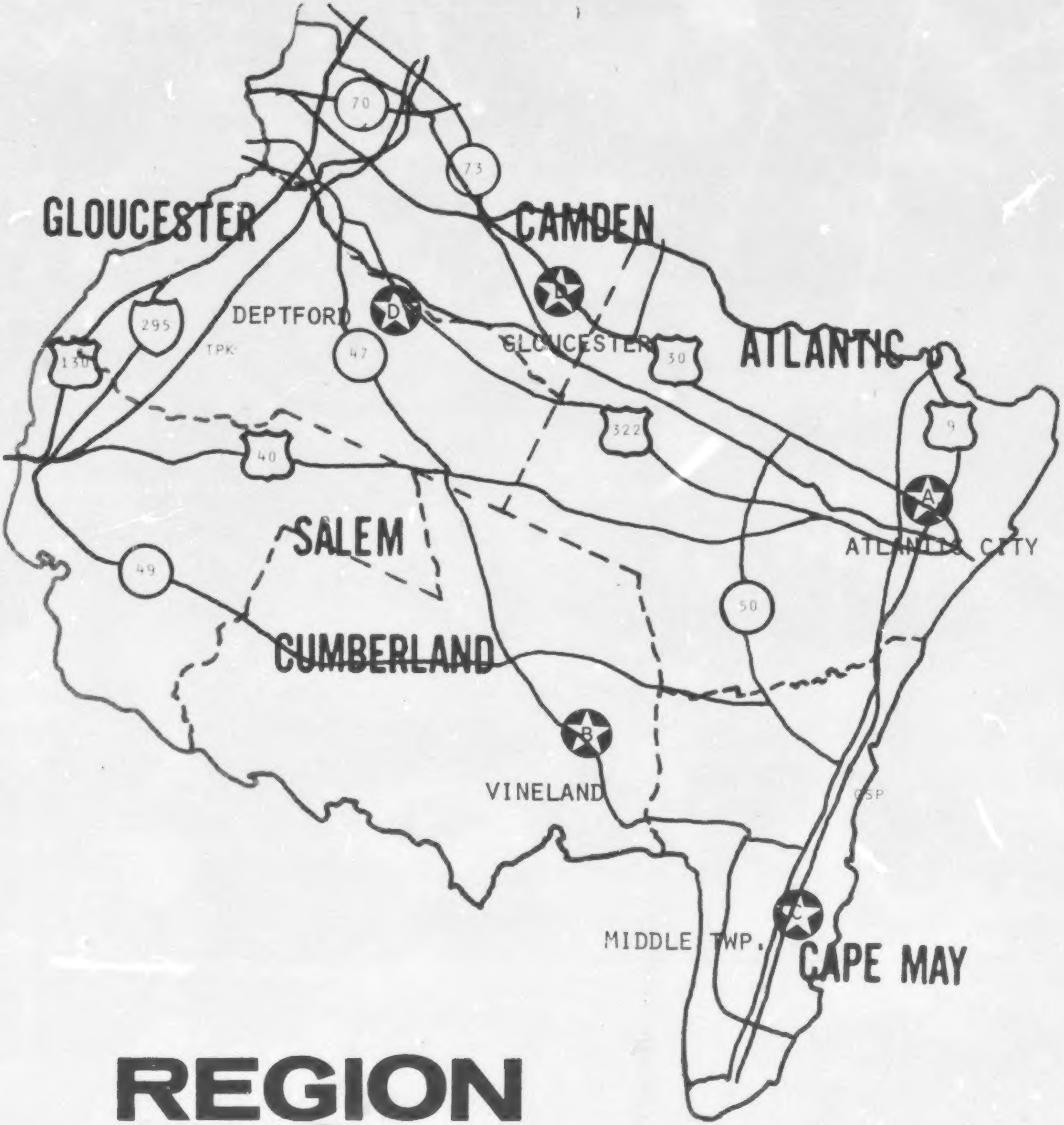
Vineland, Vineland State School lands

Area C (Cape May County)

Cape May Court House, county lands

Area D (Camden - Gloucester Counties)

Lands in Camden or Gloucester Counties, or Atco, Archway School


70
73
GLOUCESTER
CAMDEN
E
295
DEPTFORD
D
130
TPK
47
GLOUCESTER
30
ATLANTIC
9
322
40
A
SALEM
ATLANTIC CITY
49
50
CUMBERLAND
B
VINELAND
GSP
C
MIDDLE TWP.
CAPE MAY

REGION
6

PROJECT SERCH CAPACITY WORKSHEET

REGION VI AREA "A" COUNTY Atlantic HAN

I	II	III	IV	V	VI	
Instructional Area	Number of Teaching Stations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Tota Pup Stat
Auditory Handicapped	3	64	89	840	8	2
Emotionally Disturbed	3	64	89	1,200	8	2
*Multiple Handicapped	4	64	89	1,200	8	3
						Sub T

* Deaf-Blind students are included under the category of "Multiple Handicapped" for the purpos capacity determination

** Sub Total Square Feet includes Teacher Space

All footage is estimated, and are subject to architectural modification

PROJECT SERCH CAPACITY WORKSHEET

AREA "A" COUNTY Atlantic HANDICAPS All

II	III	IV	V	VI	VII	VIII
Number of Teaching Stations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Total Pupil Stations	Sub Total** Square Foot
3	64	89	840	8	23	2,239
3	64	89	1,200	8	20	1,972
4	64	89	1,200	8	33	3,181
					Sub Total - - -	7,392

e included under the category of "Multiple Handicapped" for the purposes of

includes Teacher Space

, and are subject
ion

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Administrative Suite			
Principal's Office	1	144	144
Program Director's	3	144	432
Parent Reception Room	1	144	144
Conference Room	1	270	270
Secretarial Area	1	144	144
Duplicating Room	1	144	144
Sub To			
Guidance Suite			
Counselors	1	100	100
Social Worker	1	144	144
Learning Disability Teacher/Consultant	1	100	100
Parent Training Room	1	300	300
Educational Research Office	1	144	144
Psychologist Office	1	144	144
Sub Tot			

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	144	144
	3	144	432
om	1	144	144
	1	270	270
	1	144	144
	1	144	144

Sub Total 1,278

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	100	100
	1	144	144
Teacher/Consultant	1	100	100
m	1	300	300
h Office	1	144	144
	1	144	144

Sub Total 932

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Health Suite			
Nurse's Office	1	144	144
Examination Area	1	80	80
Dental Area	1	72	72
Itinerant Area	1	144	144
Cot Room	1	144	144
Toilet Room	1	64	64

Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Special Services Suite			
Speech Rooms	3	100	300
Physical Therapist	1	450	450
(Storage)	1	60	60
Occupational Therapy Room	1	600	600
(Storage)	1	24	24
Resource/Library (Includes AV, etc.)	1	750	750

Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	144	144
	1	80	80
	1	72	72
	1	144	144
	1	144	144
	1	64	64

Sub Total 648

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	3	100	300
	1	450	450
	1	60	60
apy Room	1	600	600
	1	24	24
Includes AV, etc.)	1	750	750

Sub Total 2,184

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet	
Large Group Instructional Areas				
Auditorium	-	-	-	
Gym	1	2,500	2,500	
(Locker & Shower)	2	300	600	
Vocational Training	1	600	600	
Music	1	600	600	
Art	1	600	600	
				Sub To
Food Services				
Kitchen	1	500	500	
Cafeteria /Auditorium	1	1,800	1,800	
Office	1	80	80	
				Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
l Areas			
	-	-	-
	1	2,500	2,500
	2	300	600
	1	600	600
	1	600	600
	1	600	600

Sub Total 4,900

	1	500	500
n	1	1,800	1,800
	1	80	80

Sub Total 2,380

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet	
Auxiliary Areas				
Faculty Lounge	1	300	300	
Adult Toilet Facilities	2	144	288	
Student Toilet Facilities	2	144	288	
Additional Storage	4	36	144	
				Sub To
Maintenance Area				
Maintenance Office	1	80	80	
Storage	2	100	200	
Furnace Room	1	600	600	
				Sub To

Total Square Footage - - - - - - - - - - -

Swimming Pool Area 4,000

Needed Acreage

(Based on 10 acres and 1 acre for every 100 students) 11

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	300	300
ities	2	144	288
cilities	2	144	288
e	4	36	144

Sub Total 1,020

ce	1	80	80
	2	100	200
	1	600	600

Sub Total 880

Total Square Footage - 21,614

4,000

and 1. acre 11
nts)

PROJECT SERCH CAPACITY WORKSHEET

REGION VI AREA "B" COUNTY Cumberland HAN

I	II	III	IV	V	VI	
Instructional Area	Number of Teaching Stations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Total Pupil Stati
Auditory Handicapped	4	64	89	840	8	3
Emotionally Disturbed	4	64	89	1,200	8	3
*Multiple Handicapped	6	64	89	1,200	8	4
						Sub T

* Deaf-Blind students are included under the category of "Multiple Handicapped" for the purpose capacity determination

** Sub Total Square Feet includes Teacher Space

All footage is estimated, and are subject to architectural modification

PROJECT SERCH CAPACITY WORKSHEET

AREA "B" COUNTY Cumberland HANDICAPS All

II	III	IV	V	VI	VII	VIII
mber of aching tions	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Total Pupil Stations	Sub Total** Square Foot
4	64	89	840	8	30	2946
4	64	89	1,200	8	30	2926
6	64	89	1,200	8	47	4667

Sub Total - - - 10,539

ncluded under the category of "Multiple Handicapped" for the purposes of

cludes Teacher Space

and are subject
n

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Administrative Suite			
Principal's Office	1	144	144
Program Director's	3	144	432
Parent Reception Room	1	144	144
Conference Room	1	270	270
Secretarial Area	1	144	144
Duplicating Room	1	144	144

Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Guidance Suite			
Counselors	1	100	100
Social Worker	1	144	144
Learning Disability Teacher/Consultant	1	100	100
Parent Training Room	1	300	300
Educational Research Office	1	144	144
Psychologist Office	1	144	144

Sub To

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	144	144
	3	144	432
oom	1	144	144
	1	270	270
	1	144	144
	1	144	144

Sub Total 1,278

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	100	100
	1	144	144
Teacher/Consultant	1	100	100
m	1	300	300
ch Office	1	144	144
e	1	144	144

Sub Total 932

Health Suite	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Nurse's Office	1	144	144
Examination Area	1	80	80
Dental Area	1	72	72
Itinerant Area	1	144	144
Cot Room	1	144	144
Toilet Room	1	64	64

Sub To

Special Services Suite			
Speech Rooms	3	100	300
Physical Therapist	1	450	450
(Storage)	1	60	60
Occupational Therapy Room	1	600	600
(Storage)	1	24	24
Resource/Library (Includes AV, etc.)	1	750	750

Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	144	144
	1	80	80
	1	72	72
	1	144	144
	1	144	144
	1	64	64
			Sub Total 648
	3	100	300
t	1	450	450
	1	60	60
rapy Room	1	600	600
	1	24	24
(Includes AV, etc.)	1	750	750
			Sub Total 2,184

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Large Group Instructional Areas			
Auditorium	-	-	-
Gym	1	2500	2500
(Locker & Shower)	2	300	600
Vocational Training	1	600	600
Music	1	600	600
Art	1	600	600

Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Food Services			
Kitchen	1	500	500
Cafeteria/Auditorium	1	1800	1800
Office	1	80	80

Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet	
nal Areas				
	-	-	-	
	1	2500	2500	
	2	300	600	
g	1	600	600	
	1	600	600	
	1	600	600	
				Sub Total 4,900
	1	500	500	
um	1	1800	1800	
	1	80	80	
				Sub Total 2,380

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet	
Auxiliary Areas				
Faculty Lounge	1	300	300	
Adult Toilet Facilities	2	144	288	
Student Toilet Facilities	2	144	288	
Additional Storage	4	36	144	
				Sub To
Maintenance Area				
Maintenance Office	1	80	80	
Storage	2	100	200	
Furnace Room	1	600	600	
				Sub To

Total Square Footage - - - - - - - - - - -

Swimming Pool Area 4,000

Needed Acreage

(Based on 10 acres and 1 acre for every 100 students) 11

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	300	300
es	2	144	288
ities	2	144	288
	4	36	144

Sub Total 1,020

	1	80	80
	2	100	200
	1	600	600

Sub Total 880

Total Square Footage - - - - - - - - - - - - - - - - - - - 24,761

4,000

nd 1 acre 11
dents)

PROJECT SERCH CAPACITY WORKSHEET

REGION VI AREA "C" COUNTY Cape May HAN

I	II	III	IV	V	VI	
Instructional Area	Number of Teaching Stations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Total Pupil Stati
Auditory Handicapped	0	64	89	840	8	1
Emotionally Disturbed	2	64	89	1,200	8	18
*Multiple Handicapped	4	64	89	1,200	8	30
						Sub To

* Deaf-Blind students are included under the category of "Multiple Handicapped" for the purpose capacity determination

** Sub Total Square Feet includes Teacher Space

All footage is estimated, and are subject to architectural modification

PROJECT SERCH CAPACITY WORKSHEET

AREA "C" COUNTY Cape May HANDICAPS All

II	III	IV	V	VI	VII	VIII
umber of eaching tations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Total Pupil Stations	Sub Total** Square Foot
0	64	89	840	8	1	-
2	64	89	1,200	8	18	1,730
4	64	89	1,200	8	30	2,926
					Sub Total - - -	4,656

included under the category of "Multiple Handicapped" for the purposes of

ncludes Teacher Space

and are subject

on

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Administrative Suite			
Principal's Office	1	144	144
Program Director's	3	144	432
Parent Reception Room	1	144	144
Conference Room	1	270	270
Secretarial Area	1	144	144
Duplicating Room	1	144	144
			Sub To
Guidance Suite			
Counselors	1	100	100
Social Worker	1	144	144
Learning Disability Teacher/Consultant	1	100	100
Parent Training Room	1	300	300
Educational Research Office	1	144	144
Psychologist Office	1	144	144
			Sub To

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	144	144
	3	144	432
oom	1	144	144
	1	270	270
	1	144	144
	1	144	144

Sub Total 1,278

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	100	100
	1	144	144
y Teacher/Consultant	1	100	100
om	1	300	300
rch Office	1	144	144
e	1	144	144

Sub Total 932

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Health Suite			
Nurse's Office	1	144	144
Examination Area	1	80	80
Dental Area	1	72	72
Itinerant Area	1	144	144
Cot Room	1	144	144
Toilet Room	1	64	64

Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Special Services Suite			
Speech Rooms	3	100	300
Physical Therapist	1	450	450
(Storage)	1	60	60
Occupational Therapy Room	1	600	600
(Storage)	1	24	24
Resource/Library (Includes AV, etc.)	1	750	750

Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	144	144
	1	80	80
	1	72	72
	1	144	144
	1	144	144
	1	64	64

Sub Total 648

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	3	100	300
	1	450	450
	1	60	60
apy Room	1	600	600
	1	24	24
Includes AV, etc.)	1	750	750

Sub Total 2,184

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Large Group Instructional Areas			
Auditorium	-	-	-
Gym	1	2,500	2,500
(Locker & Shower)	2	300	600
Vocational Training	1	600	600
Music	1	600	600
Art	1	600	600

Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Food Services			
Kitchen	1	500	500
Cafeteria/Auditorium	1	1,800	1,800
Office	1	80	80

Sub To

nal Areas

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	-	-	-
	1	2,500	2,500
)	2	300	600
ng	1	600	600
	1	600	600
	1	600	600

Sub Total 4,900

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	500	500
lum	1	1,800	1,800
	1	80	80

Sub Total 2,380

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Auxiliary Areas			
Faculty Lounge	1	300	300
Adult Toilet Facilities	2	144	288
Student Toilet Facilities	2	144	288
Additional Storage	4	36	144

Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Maintenance Area			
Maintenance Office	1	80	80
Storage	2	100	200
Furnace Room	1	600	600

Sub To

Total Square Footage - - - - - - - - - - - -

Swimming Pool Area 4,000

Needed Acreage

(Based on 10 acres and 1 acre for every 100 students) 11

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	300	300
es	2	144	288
ities	2	144	288
	4	36	144

Sub Total 1,020

1	80	80
2	100	200
1	600	600

Sub Total 880

Total Square Footage - - - - - - - - - - - - - - - - - - - 18,878

4,000

d 1 acre 11

ents)

PROJECT SERCH CAPACITY WORKSHEET

REGION VI AREA "D" and Archway School COUNTY Camden Gloucester HAN

I	II	III	IV	V	VI	
Instructional Area	Number of Teaching Stations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Tota Pupil Stati
Auditory Handicapped	11	64	89	840	8	8
Emotionally Disturbed	10	64	89	1,200	8	8
*Multiple Handicapped	17	64	89	1,200	8	13
						Sub T

* Deaf-Blind students are included under the category of "Multiple Handicapped" for the purpose capacity determination

** Sub Total Square Feet includes Teacher Space

All footage is estimated, and are subject to architectural modification

PROJECT SERCH CAPACITY WORKSHEET

AREA "D" and Archway School COUNTY Camden Gloucester HANDICAPS All

II	III	IV	V	VI	VII	VIII
umber of eaching tations	Square Feet Per Teaching Station	Average Minimum Acceptable Sq. Ft. per Pupil	Minimum Acceptable Gross Area in Square Feet	Pupil Stations	Total Pupil Stations	Sub Total** Square Foot
11	64	89	840	8	85	9,179
10	64	89	1,200	8	83	8,927
17	64	89	1,200	8	136	13,192
					Sub Total - - -	31,298

included under the category of "Multiple Handicapped" for the purposes of

ncludes Teacher Space

and are subject
on

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Administrative Suite			
Principal's Office	1	144	144
Program Director's	3	144	432
Parent Reception Room	1	144	144
Conference Room	1	270	270
Secretarial Area	2	144	288
Duplicating Room	1	144	144
			Sub To
Guidance Suite			
Counselors	3	100	300
Social Worker	3	144	432
Learning Disability Teacher/Consultant	4	100	400
Parent Training Room	1	300	300
Educational Research Office	1	144	144
Psychologist Office	3	144	432
			Sub To

ANCILLARY AREAS (NO CAPACITY)

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	144	144
	3	144	432
om	1	144	144
	1	270	270
	2	144	288
	1	144	144

Sub Total 1,422

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	3	100	300
	3	144	432
Teacher/Consultant	4	100	400
m	1	300	300
h Office	1	144	144
	3	144	432

Sub Total 2,008

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Health Suite			
Nurse's Office	1	144	144
Examination Area	1	80	80
Dental Area	1	72	72
Itinerant Area	1	144	144
Cot Room	1	144	144
Toilet Room	1	64	64

Sub To

Special Services Suite			
Speech Rooms	8	100	800
Physical Therapist	1	500	500
(Storage)	1	60	60
Occupational Therapy Room	1	600	600
(Storage)	1	24	24
Resource/Library (Includes AV, etc.)	1	750	750

Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet		
	1	144	144		
	1	80	80		
	1	72	72		
	1	144	144		
	1	144	144		
	1	64	64		
				Sub Total	648
	8	100	800		
	1	500	500		
	1	60	60		
py Room	1	600	600		
	1	24	24		
ncludes AV, etc.)	1	750	750		
				Sub Total	2,734

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Large Group Instructional Areas			
Auditorium	-	-	-
Gym	1	3,000	3,000
(Locker & Shower)	2	300	600
Vocational Training	1	600	600
Music	1	600	600
Art	1	600	600

Sub T

Food Services			
Kitchen	1	500	500
Cafeteria/Auditorium	1	3,800	3,800
Office	1	80	80

Sub T

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet		
al Areas					
	-	-	-		
	1	3,000	3,000		
	2	300	600		
	1	600	600		
	1	600	600		
	1	600	600		
				Sub Total	5,400
	1	500	500		
m	1	3,800	3,800		
	1	80	80		
				Sub Total	4,380

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Auxiliary Areas			
Faculty Lounge	1	300	300
Adult Toilet Facilities	2	144	288
Student Toilet Facilities	2	144	288
Additional Storage	4	36	144

Sub To

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
Maintenance Area			
Maintenance Office	1	80	80
Storage	2	100	200
Furnace Room	1	600	600

Sub To

Total Square Footage - - - - - - - - - - -

Swimming Pool Area 4,000

Needed Acreage

(Based on 10 acres and 1 acre for every 100 students) 14

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
	1	300	300
ties	2	144	288
cilities	2	144	288
	4	36	144

Sub Total 1,020

	Number of Rooms	Square Feet Per Room	Sub Total Square Feet
ce	1	80	80
	2	100	200
	1	600	600

Sub Total 880

Total Square Footage - - - - - - - - - - - - - - - - - - 49,790

4,000

and 1 acre 14
udents)

PROJECT SERCH - IDENTIFICATION DATA

Region	County	Number of Children Identified for Placement in Project Serch Facilities Deaf	Deaf-Blind	Psychiatric Care	Residential Care	Day Care	(Homebound Instruction) Emotionally Disturbed	(Homebound Instruction) Multiple Handicap	State Waiting List	TOTAL	REGIONAL TOTALS
6	Camden	48	2	2	8	70	57	2	2	191	
	Cape May	1	0	1	1	12	16	0	1	32	
	Cumberland	19	0	2	2	32	2	1	2	60	
	Atlantic	23	2	1	3	21	16	5	1	72	
	Salem	11	1	1	2	0	6	1	1	23	
	Gloucester	37	2	2	3	39	20	5	2	110	488
		State Dept. of Ed. for Deaf	Comm. for Blind	Office of Mental Health	Office of Mental Retard.	Bur. of Day Care	County Child Study Supervisors		Office of Mental Retard.		

Agencies Supplying Above Data

Percent of Severely Handicapped
Based on BEH Percentage

Region	County	Severely Handicapped Bur. of Census 1970 .16% of School Age Pop. 5-9	10-14	15-19	TOTAL	REGIONAL TOTAL
6	Camden	74	77	62	213	
	Cape May	7	8	7	22	
	Cumberland	19	19	16	54	
	Atlantic	25	26	21	72	
	Salem	10	11	9	30	
	Gloucester	30	30	24	84	475

REFERENCES: "General Population Characteristics of New Jersey" - A U.S. Department of Commerce Publication

PROJECT SERCH - IDENTIFICATION DATA

ber of Children Identified for Placement in Project Serch Facilities								
af- nd	Psychiatric Care	Residential Care	Day Care	(Homebound Instruction) Emotionally Disturbed	(Homebound Instruction) Multiple Handicap	State Waiting List	TOTAL	REGIONAL TOTALS
	2	8	70	57	2	2	191	
	1	1	12	16	0	1	32	
	2	2	32	2	1	2	60	
	1	3	21	16	5	1	72	
	1	2	0	6	1	1	23	
	2	3	39	20	5	2	110	488
m. or nd	Office of Mental Health	Office of Mental Retard.	Bur. of Day Care	County Child Study Supervisors		Office of Mental Retard.		

s Supplying Above Data

* Adjusted Identification Data	
Emotionally Disturbed	151
Deaf	139
Multiple Handicap	246
Total	536

* These figures compiled at 3rd Planning Unit Meeting

Percent of Severely Handicapped Based on BEH Percentage

gion	County	Severely Handicapped Bur. of Census 1970 .16% of School Age Pop. 5-9	10-14	15-19	TOTAL	REGIONAL TOTAL
6	Camden	74	77	62	213	
	Cape May	7	8	7	22	
	Cumberland	19	19	16	54	
	Atlantic	25	26	21	72	
	Salem	10	11	9	30	
	Gloucester	30	30	24	84	475

ral Population Characteristics of New Jersey" - A U.S. Department of Commerce Publication

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Alternate Proposal for Physical Facilities for the Atlantic/Cape May Low Incidence Handicapped Students

In Atlantic County there are presently two schools operating for low incidence handicapped students. On the eastern side of the county there is the Lawrence R. Winchell School which receives all the orthopedically handicapped students of Atlantic, Cape May and other surrounding counties in South Jersey (more than sixty students) who are unable to attend their regular schools. In addition, there are two other education programs provided for students in two hospitals that are located in or near the Atlantic City area. These schools are operated by the Longport Board of Education. This board of education, through its school administrator, is and has been willing to administer this program because all their non-handicapped students are sent to an adjoining district for their education.

The education program for their handicapped students, I believe, is excellent and greatly praised by the parents of students attending there. Since all of their students are received on a tuition basis from other districts, their problem is poor physical facilities and the inability to improve them, since they are not permitted to construct physical facilities with tuition money. Consequently these students must attend school at and in emergency classrooms which cause us much concern.

On the western side of the county there is a similar school called the John S. Helmbold School which receives over one hundred low incidence handicapped children from surrounding districts, primarily from Atlantic and Cape May counties. This school is operated by the Corbin City Board of Education. This board of education also is and has been willing to administer this program because all their non-handicapped students are sent to an adjoining district for their education. Here too I think they provide an excellent education program, and is highly praised by parents of students attending school there. However since they too receive all their students on a tuition basis, they cannot provide proper classroom facilities and are in desperate need for capital construction money.

With the above explanation, I would like to submit an alternate proposal which I believe could help resolve the facilities problem for these two schools in Atlantic County and at the same time save the State of New Jersey program money. I believe that since these two programs are already functioning and employ a full school staff, if the State would agree to build facilities at the two schools for the students eligible under the S-180 bill guidelines, their education program would come under the administration of the above mentioned school boards and their school administrator. This would save the State of New Jersey a great deal of money since it would not have to employ all new administrative, supervisory and many other highly paid professional people to staff their new buildings.

This basically is my proposal. I know that there are many questions which could be asked and are in need of answers. If this proposal seems to have merit and the appropriate people would care to discuss it further with me, I would be happy to attend such a meeting.

Submitted by:

Ezio M. Baruffi
Supervisor of Child Study
Atlantic County, 1200 Harding Hwy.
Mays Landing, N.J. 08330

SECOND
COORDINATING COUNCIL MEETING

SECOND

COORDINATING COUNCIL MEETING

Henry Chauncey Conference Center
Educational Testing Service
Princeton, N. J.

JANUARY 2, 1975

5:00 - 6:00 P.M.	Registration
6:00 - 6:30	Refreshments
6:30 - 8:00	Dinner
8:00 - 8:30	Purpose
8:30 - 9:00	Up-date
9:00 - 10:00	Read Materials
10:00 - 10:30	Question and Answer Session
10:30 - 10:45	Direction
10:45	Refreshments

JANUARY 3, 1975

8:00 - 9:00 A.M.	Breakfast
9:00 - 11:00	Site Recommendations
11:00 - 12:00	Consensus
12:00 - 1:00 P.M.	Other Recommendations
1:00 - 2:00	Lunch
2:00 - 3:30	Mode of Presentation to the State Board of Education
	Role-Play
	Follow-Up

A meeting of the state-wide Coordinating Council was held January 2-3, 1975, at the Henry Chauncey Conference Center, Princeton, New Jersey.

JANUARY 2 - P.M.

Dr. Paul B. Winkler welcomed the group and explained the purpose of this meeting. The purpose was as follows:

To examine the recommendations of the six regional planning units.

To recommend site locations on a state-wide basis.

To make recommendations regarding any aspects of the facilities to be constructed or purchased.

To discuss the mode of presentation of the Final Report to the State Board of Education .

To discuss what follow-up procedures might be appropriate with regards to keeping Project SERCH participants informed of decisions made with regard to the Final Report.

After the purposes of the meeting were explained, an up-date of information with regards to the operational legislation for Project SERCH facilities and other pertinent information was given by Mr. Murray.

Coordinating Council members were asked to read the materials given them. These materials were:

The six regional recommendations.

Community use materials.

Educational philosophy materials.

Following the reading of the above listed materials, a general question and answer period was held. The questions raised were in regard to clarification of materials and information.

Having completed the question/answer session, Dr. Winkler set the tone and direction of the remainder of the meeting.

JANUARY 3 - A.M.

The morning of January 3rd the Coordinating Council broke up into multi-regional groups in order to deal with cross-regional site recommendations. Following this activity the Coordinating Council met as a whole in order to determine state-wide site recommendations. This was done on a state-wide basis with the removal of all previous regional boundaries.

JANUARY 3 - P.M.

Having reached consensus on a state-wide site recommendation, the Council's activities were directed toward the specific features to be included within each facility. They determined the absolute minimum with regard to features and spaces within any facility constructed or purchased.

The Coordinating Council indicated that the Project SERCH staff and the Bureau of Special Education should determine the appropriate mode of presentation of the final report to the State Board of Education.

Finally, the Council discussed follow-up activities which might be implemented. The following activities were suggested:

> Up-date letters be sent to participants in order to keep them informed of the progress of the construction or purchase of facilities.
>
> A large group meeting of participants might be held in order to keep them informed.
>
> Small group meetings throughout the State for the purpose of keeping participants informed of progress might be held.

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EDUCATIONAL PHILOSOPHY

PHILOSOPHY OF EDUCATION FOR THE HANDICAPPED

The State of New Jersey recognizes its responsibilities to provide a sequential educational and training program consistent with the mental, physical, and emotional potential of the (seriously) handicapped children in the State. Each child accepted in the program shall be taken as is and provided with the best possible environment and opportunities for learning experiences designed to promote behavioral changes that will affect or create continuing satisfactory adjustments to life.

Required to achieve the goals is a high calibre, well prepared staff of adequate size and wide ranging abilities. Since students and staff can only reach their full potential when there are adequate supplies, equipment, buildings, and grounds, it is the intent of the State of New Jersey to provide the materials and facilities that the needs dictate and means permit.

Free public education for all is a cornerstone in perpetuating the basic ideals and values of the American democratic society which emphasizes the worth and dignity of all individuals. To accomplish its purpose, the educational program must foster a high level of moral and ethical beliefs as guidelines for influencing the actions of students, staff, and community.

The system shall endeavor to make all of its students as much a part of every day society as possible. As part of this philosophy, special recreational facilities built as a necessary portion of this program shall be available for total community use on a year-round basis. As yet another part of this philosophy, the State shall permit the community to endeavor to use these facilities to serve all handicapped, including adults, at all times when regular school is not in session.

Written by: James W. McCahill, Pres.
Dover Board of Education
Dover, New Jersey

COMMUNITY USE

PROJECT SERCH COMMUNITY EDUCATION STATEMENT

The use of Project SERCH facilities for the development of human potential is limited only by the imagination of those who will plan their utilization. New Jersey children with handicaps have special needs which these facilities will help to meet. The handicapped adults in New Jersey also have needs and interests which should not be overlooked, as do all citizens of the State. Their needs can and should be met by proper programming and scheduling of these and other facilities and resources.

When viewed in a broader spectrum it appears that facilities paid for by all the citizens of New Jersey should be available to all, regardless of age, physical or mental impairment.

It is recommended that Project SERCH facilities become Community Schools, schools which reflect the needs and interests of not only the handicapped school age community but also the total surrounding communities. These community schools will be open for education, recreational and social programming during the morning, afternoons, evenings, on weekends, and throughout the year. These specialized facilities will be utilized to facilitate the education of any special student of any age. They will become a Center for social and recreational activities for those who have special needs.

The Community School will serve as a meeting place to bring together the handicapped and others not needing unique assistance. Participation in Community School activities will increase the understanding and acceptance of all types of citizens.

The development of Project SERCH facilities into community schools will help meet general types of needs in the surrounding communities. They can be used in a number of general ways by the surrounding communities. Not only will this rightfully return to the general taxpayer some direct measure of his/her investment, but it also will increase the general public's level of acceptance and understanding of the facility's role in education and the local community.

It is further recommended that these facilities be operated under the philosophy of Community Education. This philosophy strongly holds to a basic premise of community involvement in the learning process, birth to death, and community involvement in the decision-making process of determining the directions and operations of their schools and their communities. It is based upon a belief that schools can and must work with other local and regional resources to improve the quality of home and community life in order to maximize instructional achievement of the classroom. With cooperative planning among local school, agency, and organizational officials, and a full time use of local human and physical resources, a greater portion of the region's handicapped and normal citizen's unmet needs and interests will be met through the operation of community schools under the concept of Community Education.

(Info on Project SERCH Community School facilities)

(Info on Community Education)

Community Use
of
Project SERCH Facilities

The Project SERCH school could become a center of service to all people in the community regardless of their age, race, creed, or socioeconomic circumstances. As a social instrument it could offer its greatest service when its facilities and staff are available to all people of the community for assistance in fulfilling their basic needs. Its facilities could be available 14 to 16 hours each day, or longer if needed, six days a week (with some use on Sundays), and 52 weeks in the year.

Impact on Social Problems. When people of all backgrounds learn to understand one another by studying, working, and playing together some of the barriers to social progress -- bigotry, hatred, intolerance, indifference, prejudice, and inertia -- begin to diminish. By design and by program, backed up by appropriate leadership, the Project SERCH school could strive for effective influence on such social problems as delinquency, school dropouts, poverty, poor health, illiteracy, unemployment, civil rights, and lack of understanding among men.

Effectiveness with Other Agencies. A healthy society depends upon the amelioration of some of the basic ills of the community at their source of origin. The schools cannot expect to do this job alone nor do they presume to take over the function of any other agency. Community development and social improvement are responsibilities of all agencies in the community. The Project SERCH school might be equipped to take some leadership for combined effort of all agencies working toward social progress and it strives to help in the coordination of the work of all agencies. The Project SERCH school could make many referrals to other agencies and could serve as a center for the work of a coordinating council composed of representatives of all agencies in the community.

Supplementary Learning. The school day is a composite of several segments, each one relating to and supporting the others. Except for the required portion (normally 8:30 a.m. - 3:30 p.m.) for children of school age, all other segments could be available for voluntary use of people in the community. During optional periods programs of recreational, social cultural, aesthetic, vocational, and academic nature could be provided. Older youth and adults may engage in many learning experiences that bring economic returns: they can retrain for new jobs; learn how to purchase, prepare, and conserve food and clothing; how to maintain property; and to invest wisely. Academically, it is possible for an illiterate adult to begin at kindergarten level and progress through each grade level and obtain a high school diploma. Some who achieve such goals proceed to higher education. During these optional periods additional learning could be available in all areas which strengthen the performance of students in the required segment.

Parent and Family Involvement. The community school involves parents in the learning process of the children. Classes for parents are conducted to help them learn how to assist their children with their school work, especially in the fields of reading and mathematics. Parents become thoroughly acquainted with the total school program, learn to know the purposes and values of education, and are called upon to assist teachers with the instructional program in various ways. A variety of learning, recreational, and social experiences are provided for the participation of families as a unit, strengthening family unity and establishing the role of each individual as a member of that family unit.

COMMUNITY EDUCATION

is based upon the fundamental premise that the public schools belong to the people, and that local resources can and should be harnessed to attack and resolve community problems.

provides a program of education for all ages, utilizing not only the existing facilities and programs of the public schools, but all other community facilities as well.

at its best educates all and mobilizes all in the educational process.

is based upon the premise that education can be made relevant to all people's needs and that the people affected by education should be involved in decisions about the program.

is the process of providing people with the resources needed to help themselves.

maximizes positive human change through increased opportunity and minimizes duplication and waste of time, talent, and facility.

is a philosophy that pervades all segments of educational programming and directs the thrust of each of them towards the needs of the community.

surveys the problems and resources, then organizes the resources to bear on the problems through coordination by the Community School Director and Community Council.

provides maximum utilization of all facilities and leadership of the educational enterprise in new concepts of organization, management, and scheduling to serve the educational needs of all.

STATE-WIDE RECOMMENDATIONS

CONSIDERATIONS
UTILIZED IN
STATE-WIDE RECOMMENDATIONS

The recommendations contained within this section of the report are based on the following considerations:

> The travel time for the transportation of children to and from the recommended facilities is no greater than 45 minutes.
>
> Transportation and highway accessability is to be considered as a major factor in any site recommendations made.
>
> Population density is to be considered as a major factor in any site recommendations made.
>
> No facility should be constructed to accommodate more than approximately 400 students.
>
> No facility is recommended for the accommodation of less than 100 students.
>
> Each facility is designed to accommodate all types of handicapped children designated as the target population in order to make efficient use of services available within each facility.
>
> Whenever possible the use of existing state lands for construction purposes is desirable in order to efficiently reduce overall costs.
>
> Consideration of the installation of theraputic and/or recreational swimming pools should be seriously considered in any facility with a student population in excess of 250.

MINIMUM FEATURES

Due to current cost constraints in construction and the Coordinating Council's desire to serve all of the low incidence handicapped children in need of programs, minimum features were developed.

The following features are based on a student population of 100 and are adjusted accordingly for facilities serving a larger population in the attached capacity sheets:

1 - Multi-purpose Room
1 - Kitchen
1 - Physical Therapy Room
1 - Occupational Therapy Room
1 - Vocational Training Room
4 - Administrative Offices
4 - Ancillary Service Offices
1 - Library/Resource Room
4 - Restrooms (Lobby)
1 - Bathroom in 1/2 of the classrooms
1 - Faculty Lounge

STATE-WIDE

SITE RECOMMENDATION

To locate specific sites turn to state wide map following appendix.

The following recommendations are based on the organization of five regional day school programs.

In order to accommodate transportation factors, any given regional program may include more than one building in order to adequately serve the given region.

Students served may cross county and regional boundaries based on individual transportation factors.

Region I (Bergen and Passaic Counties)

Site 1

Bergen County, Paramus County lands available (Bergen County Special Services School District)

Number of Students: 400

Region II (Essex, Union and Hudson Counties)

Site 2

c. Hudson County (Secaucus Area - any available land)

Number of Students: 350

If two facilities in Essex and Union Counties:

Site 3

a. Essex County

Livingston area (Land available - JFK Parkway and South Orange Avenue South of Route 10)

Number of Students: 300

b. Union County (Available land near Garden State Parkway and Fox Hill Road)

Number of Students: 300

If one facility in Essex and Union Counties:

Site 3

Union County, Hillside, Pingry School

Number of Students: 600

Region III (Morris, Sussex, Warren, Hunterdon and Somerset Counties)

Site 12

Hunterdon County. Clinton area (Juncture of Routes 20, 278 and 31)

Number of Students: 200

Site 13

Morris County. Hopatcong area (Route 80 and Route 15 Jefferson Township)

Number of Students: 250

Region IV (Burlington, Ocean, Monmouth, Middlesex, Mercer)

Site 4

Middlesex County. Camp Kilmer lands

Number of Students: 400

Site 5

Monmouth County. Middletown - Red Bank area (Garden State Arts Center lands)

Number of Students: 150

Site 6

Ocean County. Lakewood (Bricktown area) Route 88 and Garden State Parkway

Number of Students: 100

Site 11

Burlington County. Bordentown (On Johnstone Research Center lands) Routes 295 and 130

Number of Students: 300

Region V (Camden, Gloucester, Salem, Cumberland, Cape May, Atlantic)

Site 7

Atlantic County. Stockton State College lands. Route 575 and 561

Number of Students: 100

Site 8

Cape May County. Route 9, Exit 10 of Garden State Parkway. County lands available

Number of Students: 100

Site 9

Cumberland County. Lands at Vineland State School, Vineland, N.J.

Number of Students: 100

Site 10

Gloucester County. Gloucester County College lands (10 miles south of Camden City, 4 miles of Route 295)

Number of Students: 300

Note: Number of Students per building is a rounded figure.

CAPACITY SHEETS

To locate specific sites, turn to state wide map following appendix.

REGION 1

CAPACITY SHEET

SITE I

LOCATION BERGEN COUNTY

Student Capacity 400

Handicaps All

	Units	* Total Sq. Footage
Classrooms	50	40,000
Administrator's Suite	11	1,000
Multi-purpose Room	1	5,000
Guidance Suite	1	800
Health Suite	1	800
Conference Room	1	300
Physical Therapy Room	1	800
Occupational Therapy Suite	1	600
Vocational Training Area	1	600
Library Resource Room	1	900
Kitchen	1	600
Lavatories	6	900
Faculty Lounge	1	300
Maintenance Areas	1	1,000
	Grand Total	53,600

Acreage 14

* Each classroom unit is 800 sq. ft. based on 8 students per room

REGION 2

CAPACITY SHEET

SITE II

LOCATION HUDSON COUNTY

Student Capacity 350

Handicaps All

	Units	* Total Sq. Footage
Classrooms	44	35,200
Administrator's Suite	1	1,000
Multi-purpose Room	1	5,000
Guidance Suite	1	800
Health Suite	1	800
Conference Room	1	300
Physical Therapy Room	1	700
Occupational Therapy Suite	1	600
Vocational Training Area,	1	600
Library Resource Room	1	900
Kitchen	1	600
Lavatories	6	900
Faculty Lounge	1	300
Maintenance Areas	1	1,000
	Grand Total	48,700

Acreage 14

* Each classroom unit is 800 sq. ft. based on 8 students per room

CAPACITY SHEET

SITE III

LOCATION ESSEX COUNTY**

Student Capacity 300

Handicaps All

	Units	* Total Sq. Footage
Classrooms	38	30,400
Administrator's Suite	1	1,000
Multi-purpose Room	1	4,500
Guidance Suite	1	700
Health Suite	1	800
Conference Room	1	300
Physical Therapy Room	1	700
Occupational Therapy Suite	1	600
Vocational Training Area	1	600
Library Resource Room	1	900
Kitchen	1	600
Lavatories	6	900
Faculty Lounge	1	300
Maintenance Areas	1	1,000
	Grand Total	43,300

Acreage 13

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* Each classroom unit is 800 sq. ft. based on 8 students per room

** This location if 2 sites are used

CAPACITY SHEET

SITE III

LOCATION UNION COUNTY **

Student Capacity 300

Handicaps All

	Units	* Total Sq. Footage
Classrooms	38	30,400
Administrator's Suite	1	1,000
Multi-purpose Room	1	4,500
Guidance Suite	1	700
Health Suite	1	800
Conference Room	1	300
Physical Therapy Room	1	700
Occupational Therapy Suite	1	600
Vocational Training Area	1	600
Library Resource Room	1	900
Kitchen	1	600
Lavatories	6	900
Faculty Lounge	1	300
Maintenance Areas	1	1,000
	Grand Total	43,300

Acreage 13

* Each classroom unit is 800 sq. ft. based on 8 students per room

** This location if 2 sites are used

CAPACITY SHEET

SITE III

LOCATION PINGRY - UNION COUNTY**

Student Capacity 600

Handicaps All

	Units	*Total Sq. Footage
Classrooms	75	60,000
Administrator's Suite	1	1,000
Multi-purpose Room	1	7,000
Guidance Suite	1	1,000
Health Suite	1	1,000
Conference Room	1	500
Physical Therapy Room	1	1,000
Occupational Therapy Suite	1	600
Vocational Training Area	1	600
Library Resource Room	1	900
Kitchen	1	800
Lavatories	10	1,000
Faculty Lounge	1	400
Maintenance Areas	1	1,000
	Grand Total	76,800

Acreage 16

* Each classroom unit is 800 sq. ft. based on 8 students per room

** This location if one site is used

REGION 3

CAPACITY SHEET

SITE XII

LOCATION HUNTERDON COUNTY

Student Capacity 200

Handicaps All

	Units	* Total Sq. Footage
Classrooms	25	20,000
Administrator's Suite	1	1,000
Multi-purpose Room	1	4,300
Guidance Suite	1	700
Health Suite	1	800
Conference Room	1	300
Physical Therapy Room	1	700
Occupational Therapy Suite	1	600
Vocational Training Area	1	600
Library Resource Room	1	800
Kitchen	1	600
Lavatories	6	900
Faculty Lounge	1	300
Maintenance Areas	1	1,000
	Grand Total	32,600

Acreage 12

* Each classroom unit is 800 sq. ft. based on 8 students per room

REGION 3

CAPACITY SHEET

SITE XIII

LOCATION MORRIS COUNTY

Student Capacity 250

Handicaps All

	Units	* Total Sq. Footage
Classrooms	31	24,800
Administrator's Suite	1	1,000
Multi-purpose Room	1	4,300
Guidance Suite	1	700
Health Suite	1	800
Conference Room	1	300
Physical Therapy Room	1	700
Occupational Therapy Suite	1	600
Vocational Training Area	1	600
Library Resource Room	1	800
Kitchen	1	600
Lavatories	6	900
Faculty Lounge	1	300
Maintenance Areas	1	1,000
	Grand Total	37,400

Acreage 13

* Each classroom unit is 800 sq. ft. based on 8 students per room

CAPACITY SHEET

SITE IV

LOCATION MIDDLESEX COUNTY

Student Capacity 400

Handicaps All

	Units	* Total Sq. Footage
Classrooms	50	40,000
Administrator's Suite	1	1,000
Multi-purpose Room	1	5,000
Guidance Suite	1	800
Health Suite	1	800
Conference Room	1	300
Physical Therapy Room	1	800
Occupational Therapy Suite	1	600
Vocational Training Area	1	600
Library Resource Room	1	900
Kitchen	1	600
Lavatories	6	900
Faculty Lounge	1	300
Maintenance Areas	1	1,000
	Grand Total	53,600

Acreage 14

* Each classroom unit is 800 sq. ft. based on 8 students per room

CAPACITY SHEET

SITE V

LOCATION MONMOUTH COUNTY

Student Capacity 150

Handicaps All

	Units	* Total Sq. Footage
Classrooms	19	15,200
Administrator's Suite	1	1,000
Multi-purpose Room	1	3,500
Guidance Suite	1	700
Health Suite	1	800
Conference Room	1	300
Physical Therapy Room	1	600
Occupational Therapy Suite	1	600
Vocational Training Area	1	600
Library Resource Room	1	800
Kitchen	1	500
Lavatories	6	900
Faculty Lounge	1	300
Maintenance Areas	1	1,000
	Grand Total	26,800

Acreage 12

* Each classroom unit is 800 sq. ft. based on 8 students per room

CAPACITY SHEET

SITE VI

LOCATION OCEAN COUNTY

Student Capacity 100

Handicaps All

	Units	* Total Sq. Footage
Classrooms	13	10,400
Administrator's Suite	1	1,000
Multi-purpose Room	1	3,000
Guidance Suite	1	700
Health Suite	1	800
Conference Room	1	300
Physical Therapy Room	1	600
Occupational Therapy Suite	1	600
Vocational Training Area	1	600
Library Resource Room	1	700
Kitchen	1	500
Lavatories	6	900
Faculty Lounge	1	300
Maintenance Areas	1	1,000
	Grand Total	21,400

Acreage 11

* Each classroom unit is 800 sq. ft. based on 8 students per room

CAPACITY SHEET

SITE XI

LOCATION BURLINGTON COUNTY

Student Capacity 300

Handicaps All

	Units	* Total Sq. Footage
Classrooms	38	30,400
Administrator's Suite	1	1,000
Multi-purpose Room	1	4,500
Guidance Suite	1	700
Health Suite	1	800
Conference Room	1	300
Physical Therapy Room	1	700
Occupational Therapy Suite	1	600
Vocational Training Area	1	600
Library Resource Room	1	900
Kitchen	1	600
Lavatories	6	900
Faculty Lounge	1	300
Maintenance Areas	1	1,000
	Grand Total	43,300

Acreage 13

* Each classroom unit is 800 sq. ft. based on 8 students per room

CAPACITY SHEET

SITE VII LOCATION ATLANTIC COUNTY

Student Capacity 100 Handicaps All

	Units	* Total Sq. Footage
Classrooms	13	10,400
Administrator's Suite	1	1,000
Multi-purpose Room	1	3,000
Guidance Suite	1	700
Health Suite	1	800
Conference Room	1	300
Physical Therapy Room	1	600
Occupational Therapy Suite	1	600
Vocational Training Area	1	600
Library Resource Room	1	700
Kitchen	1	500
Lavatories	6	900
Faculty Lounge	1	300
Maintenance Areas	1	1,000
	Grand Total	21,400

Acreage 11

* Each classroom unit is 800 sq. ft. based on 8 students per room

REGION 5

CAPACITY SHEET

SITE VIII

LOCATION CAPE MAY COUNTY

Student Capacity 100

Handicaps All

	Units	* Total Sq. Footage
Classrooms	13	10,400
Administrator's Suite	1	1,000
Multi-purpose Room	1	3,000
Guidance Suite	1	700
Health Suite	1	800
Conference Room	1	300
Physical Therapy Room	1	600
Occupational Therapy Suite	1	600
Vocational Training Area	1	600
Library Resource Room	1	700
Kitchen	1	500
Lavatories	6	900
Faculty Lounge	1	300
Maintenance Areas	1	1,000
	Grand Total	21,400

Acreage 11

* Each classroom unit is 800 sq. ft. based on 8 students per room

REGION 5

CAPACITY SHEET

SITE IX

LOCATION CUMBERLAND COUNTY

Student Capacity 100

Handicaps All

	Units	* Total Sq. Footage
Classrooms	13	10,400
Administrator's Suite	1	1,000
Multi-purpose Room	1	3,000
Guidance Suite	1	700
Health Suite	1	800
Conference Room	1	300
Physical Therapy Room	1	600
Occupational Therapy Suite	1	600
Vocational Training Area	1	600
Library Resource Room	1	700
Kitchen	1	500
Lavatories	6	900
Faculty Lounge	1	300
Maintenance Areas	1	1,000
	Grand Total	21,400

Acreage 11

* Each classroom unit is 800 sq. ft. based on 8 students per room

REGION 5

CAPACITY SHEET

SITE X

LOCATION GLOUCESTER COUNTY

Student Capacity 300

Handicaps All

	Units	* Total Sq. Footage
Classrooms	38	30,400
Administrator's Suite	1	1,000
Multi-purpose Room	1	4,500
Guidance Suite	1	700
Health Suite	1	800
Conference Room	1	300
Physical Therapy Room	1	700
Occupational Therapy Suite	1	600
Vocational Training Area	1	600
Library Resource Room	1	900
Kitchen	1	600
Lavatories	6	900
Faculty Lounge	1	300
Maintenance Areas	1	1,000
	Grand Total	43,300

Acreage 13

* Each classroom unit is 800 sq. ft. based on 8 students per room

ESTIMATED CONSTRUCTION COST

ESTIMATED CONSTRUCTION COST

Site	Location	Sq. Ft.	$40 per sq. ft. Construction	15% Furniture & Equipment	6% Architectural Fee	3% Legal & Bonding Fee	Estim Land
1	Bergen	53,600	$ 2,144,000	$ 321,600	$ 128,640	$ 64,320	–
2	Hudson	48,700	1,948,000	292,200	116,880	58,440	400
3A	Union	43,300	1,732,000	259,800	103,920	51,960	500
3B	Essex	43,300	1,732,000	259,800	103,920	51,960	500
4	Middlesex	53,600	2,144,000	321,600	128,640	64,320	–
5	Monmouth	26,800	1,072,000	160,800	64,320	32,160	120
6	Ocean	21,400	856,000	128,400	51,360	25,680	100
7	Atlantic	21,400	856,000	128,400	51,360	25,680	100

ESTIMATED CONSTRUCTION COST

$40 per sq. ft. Construction	15% Furniture & Equipment	6% Architectural Fee	3% Legal & Bonding Fee	Estimated Land Cost *	Total
$ 2,144,000	$ 321,600	$ 128,640	$ 64,320	-	$ 2,658,560
1,948,000	292,200	116,880	58,440	400,000	2,815,520
1,732,000	259,800	103,920	51,960	500,000	2,647,680
1,732,000	259,800	103,920	51,960	500,000	2,647,680
2,144,000	321,600	128,640	64,320	-	2,658,560
1,072,000	160,800	64,320	32,160	120,000	1,429,280
856,000	128,400	51,360	25,680	100,000	1,161,440
856,000	128,400	51,360	25,680	100,000	1,161,440

8	Cape May	21,400	856,000	128,400	51,360	25,680	100
9	Cumberland	21,400	856,000	128,400	51,360	25,680	–
10	Gloucester	43,300	1,732,000	259,800	103,920	51,960	100
11	Burlington	43,300	1,732,000	259,800	103,920	51,960	–
12	Hunterdon	32,600	1,304,000	195,600	78,240	39,120	–
13	Morris	37,400	1,496,000	224,400	89,760	44,880	250
Total		511,500	20,460,000	3,069,000	1,227,600	613,800	2,150

*These are rough estimates and subject to change.

856,000	128,400	51,360	25,680	100,000	1,161,440
856,000	128,400	51,360	25,680	-	1,061,440
1,732,000	259,800	103,920	51,960	100,000	2,247,680
1,732,000	259,800	103,920	51,960	-	2,147,680
1,304,000	195,600	78,240	39,120	-	1,616,960
1,496,000	224,400	89,760	44,880	250,000	2,105,040
20,460,000	3,069,000	1,227,600	613,800	2,150,000	$27,520,400

ugh estimates and subject to change.

NEXT STEPS RECOMMENDED

Upon approval of the report regarding the development of Regional day school facilities by the State Board of Education, it is recommended that the Educational Improvement Center - Southern New Jersey Region act as facilitator of subsequent activities regarding facility and program development. EIC would become the organizer and facilitator of activities. In addition EIC would act as a clearinghouse for dissemination information and community involvement in subsequent facility and program development.

The above recommendations are based on EIC's previous involvement in Project SERCH, availability of staff and support services and the desire of Project SERCH participants to be kept informed of any progress made in the development of facilities and their desire to provide input in programmatic development. It is of paramount importance to utilize the participants of Project SERCH during the implementation stages as supporters of the regional facilities and as an added resource in facility and program development.

APPENDIX

PLANNING UNIT MEMBERSHIPS

The following materials are listings of the Planning Unit members by region.

Membership on the Planning Unit was taken on a volunteer basis from the membership of the Regional Committees.

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PARENT-EDUCATOR SURVEY

PROJECT SERCH PARENT-EDUCATOR SURVEY RESULTS

Listed on this page and the following pages in large type are various categories of educational goals. Below each category are statements relating to educational goals or needs. These were developed by educational consultants and modified by Project SERCH participants.

The respondents were asked to rank the statements below each category by order of importance. 1 being the most important, 2 being the second most important, etc.

The following are the results of the survey: Under each category the statements are listed in order of importance as indicated by respondents.

I. GENERAL

Children's educational programs should be an integration of home and school life including family counseling, social services, and programmatic input.

Educational programs should be designed to prepare the child for all aspects of life.

The school day should be planned for maximum benefit.

The education of children should be sequential in nature for a continuum of programs to be offered from entrance to age 21.

Secondary programs for the severely emotionally disturbed, multiplay handicapped, deaf, deaf-blind should be provided.

Children should be integrated into local programs whenever and wherever possible.

Children should be given the opportunity to increase their academic skills.

Children should participate with children of regular educational programs in social activities.

II. DIRECT ANCILLARY SERVICES

A. Deaf-blind

Children should receive speech therapy, including language development as recommended by the speech therapist.

Children and their families should receive psychological counseling when desired and/or needed.

Children should receive physical therapy, including water therapy, as recommended by the physical therapist.

Children should receive occupational therapy as recommended by the occupational therapist.

B. Deaf

Children should receive speech therapy, including language development as recommended by the speech therapist.

Children and their families should receive psychological counseling when desired and/or needed.

Children should receive occupational therapy as recommended by the occupational therapist.

Children should receive physical therapy, including water therapy, as recommended by the physical therapist.

C. Multiply Handicapped

Children and their families should receive psychological counseling when desired and/or needed.

Children should receive speech therapy, including language development, as recommended by the speech therapist.

Children should receive physical therapy, including water therapy, as recommended by the physical therapist.

Children should receive occupational therapy as recommended by the occupational therapist.

D. Emotionally Disturbed

Children and their families should receive psychological counseling when desired and/or needed.

Children should receive speech therapy, including language development, as recommended by the speech therapist.

Children should receive occupational therapy as recommended by the occupational therapist.

Children should receive physical therapy, including water therapy, as recommended by the physical therapist.

III. INDIRECT ANCILLARY SERVICES

The facility should promote coordination of medical and ancillary services to be utilized by children serviced by SERCH facility.

Children should receive guidance counseling as needed.

Children should receive audiological and visual evaluation and services.

Follow-up services should be available to all children upon leaving the Project SERCH facility.

Necessary prosthetic devices for children should be provided.

IV. SUPPLEMENT FACILITY USE

Children and their families should receive psychological counseling when desired.

The facility should promote community understanding of children and programs served by SERCH facility.

Children should be trained in recreational activities that might be used later in life.

Recreational facilities should be used on a year-round basis.

Adult education for the handicapped should be provided.

Summer programs should be available to children services by the facility.

Recreational facilities should be available for total community use.

V. TRAINING

A variety of approaches should be used in a mandatory ongoing training program to train the staff of the facility in the teaching of Project SERCH children.

The school should develop an effective centralized educational and information system for parents, school districts, and the community.

Training for parents should be available.

The facility should be available to local educational institutions for staff and student training in special education.

VI. VOCATIONAL

Children should receive pre-vocational and vocational training when ready.

Students should receive vocational guidance.

Students should be trained for sheltered workshop employment when applicable.

Students should be trained for industrial employment when applicable.

Students should be trained for agricultural employment when applicable.

VII OCCUPATIONAL

All students should be given the opportunity to engage in occupational exploration (examining a wide variety of occupations).

Students should receive continuous work-skills evaluations.

Children should receive career and job placement services.

VIII.DIAGNOSTIC

Children should be evaluated in regard to all aspects of the child's physical, mental, and social health by appropriate staff on a periodic basis.

An educational plan should be developed for each child subject to continuous evaluation and modification at least yearly or upon request of professionals or parents.

An interdisciplinary approach in the areas of evaluation and diagnosis should be applied at all levels of education on a periodic and formal basis.

STATE-WIDE IDENTIFICATION TABLES

Number of Severely Handicapped Children
Based on Bureau of Education for the Handicapped Percentages

Region	County	Severely Handicapped Bur. of Census 1970 .16% of School Age Pop.			TOTAL	REGIONAL TOTALS
		5-9	10-14	15-19		
1	Bergen	129	143	123	395	829
	Passaic	67	68	59	194	
	Hudson	80	81	79	240	
2	Essex	137	137	123	397	629
	Union	75	84	73	232	
3	Sussex	14	13	10	37	283
	Warren	11	12	10	33	
	Hunterdon	11	12	9	32	
	Morris	67	65	49	181	
4	Mercer	43	45	43	131	508
	Middlesex	97	99	84	280	
	Somerset	35	36	26	97	
5	Burlington	56	56	54	166	475
	Ocean	33	31	24	88	
	Monmouth	80	79	62	221	
6	Camden	74	77	62	213	475
	Cape May	7	8	7	22	
	Cumberland	19	19	16	54	
	Atlantic	25	26	21	72	
	Salem	10	11	9	30	
	Gloucester	30	30	24	84	
	Subtotals:	1100	1132	967	3199	
TOTALS:						3,199

REFERENCES:	"General Population Characteristics of New Jersey" - A U.S. Department of Commerce Publication

PROJECT SERCH-STATISTICAL DATA

Region	County	Severely Handicapped Bur. of Census 1970 .16% of School Age Pop.			TOTAL	Number of Children Identified for Placement in Project Serch Faci						
		5-9	10-14	15-19		Deaf	Deaf-Blind	Psychiatric Care	Residential Care	Day Care	(Homebound Instruction) Emotionally Disturbed	Multiple Handicap
1	Bergen	129	143	123	395	152	2	2	15	22	144	90*/13
	Passaic	67	68	59	194	34	5	2	8	56	67	7
	Hudson	80	81	79	240	70	7	1	10	28	51	7
2	Essex	137	137	123	397	119	10	1	15	51	207	15
	Union	75	84	73	232	105	2	1	10	34	84	3
3	Sussex	14	13	10	37	1	1	1	2	2	2	0
	Warren	11	12	10	33	12	0	1	2	12	2	1
	Hunterdon	11	12	9	32	15	0	2	2	6	0	2
	Morris	67	65	49	181	23	2	2	7	32	25	5
4	Mercer	43	45	43	131	49	0	1	6	34	70	7
	Middlesex	97	99	84	280	57	2	2	12	32	72	6
	Somerset	35	36	26	97	20	0	2	4	26	25	5
5	Burlington	56	56	54	166	14	2	1	7	44	58	10
	Ocean	33	31	24	88	30	1	1	3	19	0	1
	Monmouth	80	79	62	221	58	2	1	10	48	20	8
6	Camden	74	77	62	213	48	2	2	8	70	57	2
	Cape May	7	8	7	22	1	0	1	1	12	16	0
	Cumberland	19	19	16	54	19	0	2	2	32	2	1
	Atlantic	25	26	21	72	23	2	1	3	21	16	5
	Salem	10	11	9	30	11	1	1	2	0	6	1
	Gloucester	30	30	24	84	37	2	2	3	39	20	5
	Subtotals:	1100	1132	967	3199	898	43	30	132	620	944	194
TOTALS:												

REFERENCES:	"General Population Characteristics of New Jersey" - A U.S. Department of Commerce Publication	State Dept. of Ed. for Deaf	Comm. for Blind	Office of Mental Health	Office of Mental Retard.	Bur. of Day Care	County Child Study Supervisors

Agencies Supplying Above Data

* Bergen Co
Multiple

PROJECT SERCH-STATISTICAL DATA

pped 1970 ge Pop. 5-19	TOTAL	Number of Children Identified for Placement in Project Serch Facilities Deaf	Deaf-Blind	Psychiatric Care	Residential Care	Day Care	(Homebound Instruction) Emotionally Disturbed	Multiple Handicap	State Waiting List	TOTAL	REGIONAL TOTALS
123	395	152	2	2	15	22	144	90*/13	2	442	
59	194	34	5	2	8	56	67	7	2	181	
79	240	70	7	1	10	28	51	7	1	175	798
123	397	119	10	1	15	51	207	15	1	419	
73	232	105	2	1	10	34	84	3	1	240	659
10	37	1	1	1	2	2	2	0	1	10	
10	33	12	0	1	2	12	2	1	1	31	
9	32	15	0	2	2	6	0	2	2	29	
49	181	23	2	2	7	32	25	5	2	98	168
43	131	49	0	1	6	34	70	7	1	168	
84	280	57	2	2	12	32	72	6	2	185	
26	97	20	0	2	4	26	25	5	2	84	437
54	166	14	2	1	7	44	58	10	1	137	
24	88	30	1	1	3	19	0	1	1	56	
62	221	58	2	1	10	48	20	8	1	148	341
62	213	48	2	2	8	70	57	2	2	191	
7	22	1	0	1	1	12	16	0	1	32	
16	54	19	0	2	2	32	2	1	2	60	
21	72	23	2	1	3	21	16	5	1	72	
9	30	11	1	1	2	0	6	1	1	23	
24	84	37	2	2	3	39	20	5	2	110	488
967	3199	898	43	30	132	620	944	194	30	2,891	
											2,891
		State Dept. of Ed. for Deaf	Comm. for Blind	Office of Mental Health	Office of Mental Retard.	Bur. of Day Care	County Child Study Supervisors		Office of Mental Retard.		

Agencies Supplying Above Data

on Characteris-
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* Bergen County Special Services Multiple Handicapped Program

Final Adjusted Identification Data
(Third Planning Unit Meeting)

Regions	Emotionally Disturbed	Deaf	* Multiply Handicapped	Total
I	397	256	362	1015
II	336	224	160	720
III	134	53	158	345
IV	158	**	195	353
V	158	102	100	360
VI	151	139	246	536
Total	1334	774	1221	3329

* Multiply Handicapped figures include the number of Deaf-Blind students to be served.

** All Deaf students in Region IV will be placed at Katzenbach.

CONSULTANT REPORTS

NEEDS ASSESSMENT - OBJECTIVES : DEAF EDUCATION

I. Pre-School Identification and Detection

A. Diagnosis

(1) Physical evaluation and examination
(2) Hearing evaluation
(3) Speech and language evaluation
(4) Psychological evaluation
(5) Case history workup

(a) Availability of outside agencies for information on history.
(b) Availability of agencies for referrals when indicated for further testing.

B. Longitudinal diagnosis of children for proper placement at the primary level.

(1) In conjunction with the Board of Education in the districts involved.
(2) Yearly diagnosis (more frequent where indicated) to insure proper placement.

C. Availability of information on District or Private Programs that would be more suitable for the particular child.

(1) Longitudinal re-evaluation of placement.

D. Parental Guidance

(1) Discussion of results of testing and diagnosis
(2) Information on programs available
(3) Discussion of educational needs of the individual child
(4) Social Services

a. Assistance in obtaining prosthetic devices - (Continued evaluation and testing)
b. ADL

(5) Psychological Services

a. Parental counseling and guidance
b. Family counseling

E. Individualized Program

(1) Program prescription to best fulfill the needs of the individual child.
(2) Longitudinal re-evaluation of the program placement to be altered and adopted to the needs of the child.

II. Pre-School Program and Curriculum

- A. Individualized program in all areas.
- B. Parental involvement and assistance when possible in all areas of the program.
  - 1. Readiness Program - Academic
    - a. Reading
    - b. Math
    - c. Science
    - d. Social Studies
    - e. Writing
  - 2. Readiness Program - Vocational
  - 3. Social and Recreational
    - a. Integration of child into programs available in sending district or neighboring districts.
    - b. Integration of parent into programs available in sending district.
  - 4. Art, Music, Physical Education
    - a. Integration into programs available in sending districts or in neighboring districts.
  - 5. Physical Therapy
    - a. Referral agencies available
  - 6. Speech Therapy - Auditory Training
  - 7. Language Therapy
  - 8. Psychological Services
    - a. Play therapy
  - 9. ADL

III. Staff and Personnel

- A. Coordination of district private and state personnel to insure proper placement.
  - (1) Child Study team
  - (2) Social Worker
  - (3) Psychologist
  - (4) Speech Therapist
  - (5) Audiologist

- (6) Medical doctor
- (7) Nurse
- (8) Physical Therapist
- (9) Child follow-up team where integration was applicable
- (10) Instructors
- (11) Teaching Assistants
- (12) Curriculum Coordinator
- (13) AVA Coordinator

IV. Primary and Secondary

A. Continued testing and diagnosis to insure proper placement. This level would include areas discussed in

I. Pre-School Identification and Detection

- A. Diagnosis
- B. Longitudinal
- C. Available information
- D. Parental guidance

B. Individualized Program to fulfill the needs of the individual child.

1. Academic Program
    - a. Integration into other programs when applicable
    - b. Follow-up instruction when integrated
2. Vocational Training Program
    - a. Integration into other programs when applicable
3. Social and Recreational
    - a. Integration
4. Art, Music, Physical Education
    - a. Integration
5. Physical Therapy
6. Speech Therapy - Auditory Training
7. Language Therapy
8. Psychological Services
    - a. Play therapy
9. ADL

10. Total Communication
    a. Upon recommendation of Child Study team.
    b. Program to include the continuation of speech and language therapy.
    c. In service training for parent.

11. Guidance Counseling

    a. Academic

        (1) Information on possible academic placement for higher education.
        (2) Placement into programs for higher education
        (3) Follow-up instruction

    b. Vocational and guidance

        (1) Information on job qualifications
        (2) Information on availability of jobs
        (3) Placement
        (4) Follow-up instruction and guidance

    c. ADL -

        (1) Home, family and community - guidance and counseling.

V. Adult Education

A. Diagnosis

B. Individualized Program

1. Academic Program
2. Vocational Program
3. Social and Recreational
4. Physical Therapy
5. Speech Therapy
6. Psychological Services
7. ADL
8. Occupational Therapy
9. Total Communication
10. Guidance Counseling

    a. Academic
    b. Vocational
    c. Family

Developmental Sequence of Educational Goals

Levels

The difficulties which an emotionally or socially distrubed child exiences while trying to deal with educational task fall into seven board catagories:

I Problems of attention
II Problems of response
III Problems of order
IV Problems of exploration of the environment
V Problems of a social nature
VI Problems of mastery
VII Problems of Achievement

These areas should be seen as developmental or sequential because, lacking any one lower skill it is practically impossible for the student to operate at the higher levels. The problem for the teacher is to (a)as certain where the child is functioning on this sequence and (b) teach to his needs accordingly. The following paragraphs present, first, an explanation of the problems involved at the particular level, then a list check which can be used by the teacher to identify the individual levels.

I. Attention Level

Problems of attention must be dealt with before any systematic teaching in school can occur. The observable behaviors which tell the teacher that there is an attention problem are these:

1. The student does not pay attention.
2. He prefers fantasy to reality.
3. He shows repetitive behavior which interfers with learning.
4. His beliefs and interest are inappropriate.
5. He does not pay attention to the teacher.
6. He does not profit from instruction.

Once it is established that the child is still at the attention level in school considerable care must be exercised by the teacher in order to select what the child does and when, where, how and how well he does it. The specific educational practices which are needed at each level are discussed in Section II immediately following this section.

Table I presents an Attention Level Inventory which can be used by teachers to quantify the frequency of inattention displayed by a given child and his receptivity to tangible rewards.

II. RESPONSE LEVEL

Getting children to attend or to notice something is just the beginning. Once they are paying attention, the teacher must get them to respond or to do something. Emotionally or socially maladjusted children are often unpredictable and highly selcetive responders. The most commonly seen behaviors which children at the response level exhibit are these:

7. He does not respond to learning tasks.
8. His performance level is constricted.
9. He exhibits a narrow range of learning interests.
10. He withdraws from teachers and peers.
11. He cannot function in s regular classroom.

The problem of the teacher becomes one of getting the children to respond, increasing their response repertoire and helping them adjust to the social millieu of the school.

Table 2 presents a checklist for estimating the level of the child functioning at the response level.

III. ORDER LEVEL

Of all the problems manifested by emotionally disturbed children in the classroom, none has been more concern to teachers than order problems. Despite ready attenting and responding, the child who does not follow directions and attend and respond in anorderly manner is a poor candidate for learning. Uncritical, haphazard approaches to assignments, incontrolled and disruptive behavior in the classroom, and incompletion of work, commonly found among children with order problems, consistently tests the teacher's patience and endurance. In fact, the ability to follow directions, obey rules, adapt to routiness, and respect the working rights of others is so basic to the level of socialization expected of all children before they enter school that teachers often view nonconforming as the most seriously disturbed. The most common behaviors seen are these:

12. He does not follow directions.
13. He is uncontrolled in the learning situation.
14. He is disruptive in a group.
15. He does not finish learning tasks.

Structure emerges as a far more important factor at the order level. The very essence of this level is the establishment of fixed environmental limits, in marked contrast to the more flexable structure at the attention and response level. The teacher is concerned with getting the child to start, follow through, and finish assignments as directed, to function within the limits of time, space, and activity, and to come to respect the working rights of other children in the classroom. Table 3, the Order Level Inventory, presents frequency descriptions of order problems.

IV EXPLORATORY LEVEL

Assessment of the emotionally disturbed child on the exploratory level actually is an extension of consideration given at the attention, reponse, and order levels. Because of their preoccupation with fantasy, inappropriate beliefs, lack of attention in the classroom, consticted range of interests, and uncontrolled behavior, many emotionally disturbed children are inadequate explorers and do not have an accurate knowledge of their environment. This limited knowledge and understanding may be due, in part, to their being disinterested in exploring the world around them through looking, listening, touching, smelling, and tasting, or being afraid of unfamiliar experiences.

V SOCIAL LEVEL

Educational assessment of the emotionally disturbed child on the social level is an elaboration of that done on the reponse and order levels. The major consideration at this level is the child's development of appropriate social behavior, rather than his merely functioning in a social setting as an observer. Appropriate social behavior is defined as being exhibited when the child gains the approval of others and avoids their disapproval.

All children must not only learn to accept others and respect their rights but also to develop an understanding of a standards of appropriate social behavior. This may could redundant, but there is a difference between participating and conforming as opposed to understanding what others espect of you.

Emotionally disturbed children vary with respect to the social behavior difficulties they exhibit. Some are obivious to social standards, others so painfully aware of them that they live in constant feat of offending someone. Some are driven to gain attention and approval at all costs. Others go out of their way to displease everybody. Regardless of the underlying reasons for this behavior, the teacher's concern is helping the child learn ro gain social approval and to avoid disapproval. Structure at this level is based on standards of appropriate social behavior, and limits are firmly set for the child.

VI MASTERY LEVEL

The inability of the child to utilize his intellectial capacity to care for himself and to develop basic intellectual skils constitutes a mastery level problem and is commonly seen amoung children with emotional problems. They may be unable to assume responsibility for their own care and safety, and dependent upon adult assistance in handling such problems as toileting, bathing, dressing, eating, crossing the street and making simple purchases at the stores. Disturbed children also may fail to learn to read, write, spell, and do arthmetic in keeping with their chronlogical age and intelligence. These failures more often than not are the result of attention, response, order exploratory, and social probelms, which have kept the child out of the mainstream of socialization in the community and school. Intellectual skills, such as spoken language ability to deal with abstractions, and concept formation, are also considered at the mastery level. Where the child builds a fund of knowledge regarding the environment at the exploratory level through sensory motor experiences, at the mastery level he must accumulate information intellectually, using tool skills such as reading.

Accurate mastery level assessment of the disturbed child is difficult because of the questionable validity of both intelligence and achievement tests with children who pay little attention, often do not respond even though they may know the answer, have difficulty following directions, and are uncomfortable in the presence of an adult examiner and other children taking the test.

In the area of self-care, it is tying shoe laces in the correct manner, crossing the street when the signal turns the right colors and being able to correctly recall your address and phone number that constitute examples of mastery level functioning. Thus, correctness becomes a source of reward when it gets the job done for the child. Obviously, many of the other rewards on the lower level, such as social attention, task completion, mulitisensory experience, and social praise, may also be operating. In the area of intellectual skills undertaken in school, it is the number of questions or problems done correctly, and perhaps the eventual grade given for the child's efforts, that is the mastery level reward. It is at the upper levels of the developmental sequences that more traditional educational rewards become meaningful. In assessing the child on a mastery level, the teacher must determine if the reward of correctness exerts a positive effect on his performance in learning.

Structure at the mastery level is defined by the specific requirements of the tasks undertaken. There is only one correct way to crosse the street and to read the word "house".

VII ACHIEVEMENT LEVEL

Assessing the child on the achievement level involved determine whether or not acquisition of knowledge and skill provides its own reward. Some emotionally disturbed children are so self-oriented, so preoccupied with fantasy, so constricted in their interaction with their environment that they avoid learning anything. For others, intellectual functioning is relatively unimpared by their emotional problems, and they lose themselves in reading and studying. Indeed, for some, the pursuit of knowledge and acquisition of skills, such as reading and arithmetic appears to offer a kind of refuge. The intelectual world may seem a far safer place than the world of people. Because of this fact, teachers may be misled by the child's performance in school. The teacher will not only consider the achievement level, but will look carefully at such a child's functioning on the exploratory and social levels, where he may compare unfavorably with what is expected of a normal first grader.

The achievement level completes the developmental sequence, because self-motivation in learning is a desired and product of all education. Its significance in the education of emotionally disturbed children, however, may be very minimal in comparison to the more fundamental readiness levels below it.

Structure is largely intrinsic, and the child operating on the achievement level sets his own limits with a minimum of outside direction and control.

Inventories

1. Attention Level Inventory

1. Child does not pay attention to learning tasks.

☐ (always)	☐ (sometimes)	☐ (rarely)
Child never pays attention to learning tasks	Child often does not pay attention to learning tasks	Child accasionally does not pay attention to learning tasks

2. Child prefers fantasy to reality.

☐ (severe)	☐ (moderate)	☐ (mild)
Child out of contact with reality	Child often daydreams	Child occasionally daydreams

3. Child engages in repetivite behavior which interferes with learning.

☐ (severe)	☐ (moderate)	☐ (mild)
Child preoccupies with constant self-stimulation	Child preoccupies with rituals or other compulsive behavior	Child preoccupies with neatness, cleanliness, or correctness

4. Child's beliefs and interests are inappropriate.

☐ (severe)	☐ (moderate)	☐ (mild)
Child has extremely bizarre beliefs and interests	Child has distorted beliefs about his environment	Child's belefs and interests immature for sex and age

5. Child does not pay attention to teacher.

☐ (always)	☐ (sometimes)	☐ (rarely)
Child never pays attention to teacher	Child often does not pay attention to teacher	Child occasionally does not pay attention to teacher

6. Child does not profit from instruction.

☐ (always)	☐ (sometimes)	☐ (rarely)
Child never retains and uses instruction he has been given	Child often does not retain and use instruction he has been given	Child occasionally do not retain and use instruction he has been given

REWARD

a. Child not rewarded by tangible rewards (e.g., food, money) in learning

☐	☐	☐
(always)	(sometimes)	(rarely)
Child's responses never controlled by tangible rewards	Child's responses often not controlled by tangible rewards	Child's reponses occasionallu not controlled by tangible rewards

2. Response Level Inventory

7. Child does not respond to learning tasks.

☐	☐	☐
(always)	(sometimes)	(rarely)
Child will never undertake a learning task	Child often will not undertake a learning task	Child occasionally will not undertake a learning task

8. Child maintains a constricted level of performance.

☐	☐	☐
(always)	(sometimes)	(rarely)
Child always controlled and rigis with learning tasks	Child often controlled and rigid with learning tasks	Child occasionally controlled and rigid with learning tasks

9. Child exhibits a narrow range of learning interests.

☐	☐	☐
(always)	(sometimes)	(rarely)
Child will never try a new or different learning task	Child often will not try a new or different learning task	Child occasionally will not try a new or different learning task

10. Child withdrawn from teacher and peers.

☐	☐	☐
(always)	(sometimes)	(rarely)
Child always avoids contact with teacher and peers	Child often avoids contact with teacher and peers	Child occasionally avoids contact with teacher and peers

11. Child cannot function in a regular classroom.

☐	☐	☐
(severe)	(moderate)	(mild)
Child does not respond to tasks in individual tutoring	Child does not respond to tasks in a special class or program	Child does not respond to taks in a regular classroom except for brief periods of time

REWARD

b. Child not rewarded by social attention in learning tasks.

☐ (always)	☐ (sometimes)	☐ (rarely)
Child's responses never controlled by social attention	Child's responses often not controlled by social attention	Child's responses occasionally not controlled by social attention

3. Order Level Inventory

12. Child does not follow directions.

☐ (always)	☐ (sometimes)	☐ (rarely)
Child never follows directions when doing learning tasks	Child often does not follow directions when doing learning tasks	Child occasionally does not follow directions when doing learning tasks

13 Child is uncontrolled in learning.

☐ (always)	☐ (sometimes)	☐ (rarely)
Child always approaches learning tasks in an impulsive, critical	Child often approaches learning tasks in an impulsive, uncritical manner	Child accasionally approaches learning tasks in an impulsive uncritical manner

14. Child is disruptive in group.

☐ (always)	☐ (sometimes)	☐ (rarely)
Child always is disruptive	Child often is disruptive in group	Child occasionally is disruptive in group

15. Child does not finish learning tasks.

☐ (always)	☐ (sometimes)	☐ (rarely)
Child never finishes learning tasks	Child often does not finish learning tasks	Child occasionally does not finish learning tasks

REWARD

c. Child is not rewarded by finished learning tasks.

☐ (always)	☐ (sometimes)	☐ (rarely)
Child's performance never controlled by task completion	Child's performance often not controlled by task completion	Child's performance controlled by task completion

4. Exploratory Level Inventory

16. Child does not adquately explore his environment.

☐ (severse)	☐ (moderate)	☐ (mild)
Child's exploration of his environment extremely limited	Child's exploration of his enviroment moderately limited	Child's exploration of his environment limited in a few specific areas

17. Child overly dependent on others for choice of interest and activities

☐ (always)	☐ (someimtes)	☐ (rarely)
Child completely dependent on others for choice of interests and activities	Child excessively dependent on others for choice of interests and activities	Child usually dependent on others for choice of interests and activities

18. Child cannot do learning tasks because of motor, phsical, sensory, perceptual, or intellectual deficits.

☐ (severe)	☐ (moderate)	☐ (mild)
Child severely impaired by motor, physical, sensory perceptual, or intellectual deficits	Child moderately impaired by motor, physical, sensory, perceptual, or intellectual deficits	Child mildly impaired by motor. physical sensory perceptual, or intellectual deficits

REWARD

d. Child not rewarded by multisensory experiences in learning.

☐ (always)	☐ (sometimes)	☐ (rarely)
Child's responses never controlled by multisensory rewards	Child's responses often not controlled by multisensory rewards	Child's responses occasionally not controlled by multisensory rewards

5. Social Level Inventory

19. Child does not gain approval from others.

☐ (always)	☐ (sometimes)	☐ (rarely)
Child never gains approval from others	Child often does not gain approval from others	Child occasionally does not gain others

20. Child overly dependent on attention or praise from others.

☐ (severe)	☐ (moderate)	☐ (mild)
Child will only work with constant supervision and attention from the teacher	Child will work with for brief periods of time without attention and praise from others	Child often seeks attention and praise from others while doing learning tasks

REWARD

e. Child not rewarded by gaining approval and avoiding disapproval for learning tasks.

☐ (always)	☐ (sometimes)	☐ (rarely)
Child's responses never controlled by social approval and disapproval	Child's responses often not controlled by social approval and disapproval	Child's responses occasionally not controlled by social approval and disapproval

6. Mastery Level Inventory

21. Child's functioning level in self-care and intellectual skills below capacity.

	(self-care)	
▷ (severe)	▷ (moderate)	▷ (mild)
Extreme discrepancy between child's capacity and functioning level in self-care	Considerable disrepancy between child's capacity and functioning level in self-care (intellectual skill)	Slight discrespency between child's functioning and in self-care
△ (severe)	△ (moderate)	△ (mild)
Extreme discrepancy between child's capacity and functioning level in intellectual and academic skills	Considerable discrepancy between child's capacity and functioning level in intellectual and academic skills	Slight discrepancy between child's capacity and functioning level in intellectual and academic skills

REWARD

f. Child not rewarded by doing learning tasks correctly.

☐	☐	☐
(always)	(sometimes)	(rarely)
Child's responses never controlled by knowledge of results	Child's responses often not controlled by knowledge of results	Child's responses occasionally not controlled by knowledge of results

e. Child not rewarded by acquiring knowledge and skill.

☐	☐	☐
(always)	(sometimes)	(rarely)
Child's performance never controlled by acquisition of knowledge and skill	Child's performance often not controlled by acquisition of knowledge and skill	Child's perform ance occasionally not controlled by acquisition of knowledge and skill

GOALS FOR MULTIPLY HANDICAPPED CHILDREN - NEW JERSEY

The development of an effective system of early identification, (on a state-wide basis) for all handicapped children.

The development of a parent communication system which allows for parent understanding of the programs and parent involvement in terms of planning, development, and the procedural aspects of the programs.

The development of community awareness concerning the goals of the programs, needs of the children, and how these relate to the community.

A unified Educational-Medical-Social system which will function in a single multidisciplinary environment to meet the needs of each child served by the program.

A cooperative program developed with Colleges and Universities in the area for the training of professional and para-professional personnel.

The provision of physical facilities which will meet the educational,medical, and social needs of the physically and multiply handicapped and provide the necessary flexibility to adjust to any unique needs that may arise.

The development of a community interaction program which will provide liaison between the facilities and their respective communities. The purpose of this will be to bring about mutual contacts, in a variety of areas, between the outside world and the clients.

The development of a cooperative system between the facilities throughout the state to provide the best possible service on a state-wide basis. This would involve cooperative planning and functioning in such areas as data collection, early identification, research and publications.

Each facility should have the capacity to operate in a research environment so that new methods and materials can be identified and the latest results can be implemented to help the developmentally disabled.

The development of procedure for an on-going study of transportation relative to each facility in terms of specific equipment and personnel needs, travel times, costs, and plannings.

Goals - Specific

A process of continuous curriculum development and revision so that the educational needs of each child will be provided for at the facility.

Plant facilities will include rooms for education, speed therapy, physical therapy, health services, occupational therapy, physical activities and social activities. Limited residential capacity should be available in each facility.

Each child will be evaluated at least once each year by a multidisciplinary team including a special education teacher, psychologist, a professional from health services and any other personnel designated by the chief administrator. This evaluation will include an educationa, physical and social review of the child's status. Recommendations from the team will be made for programming in each of the above areas and will be forwarded to the administration in charge and the parents. These recommendations will form the basis for individual programming for each child.

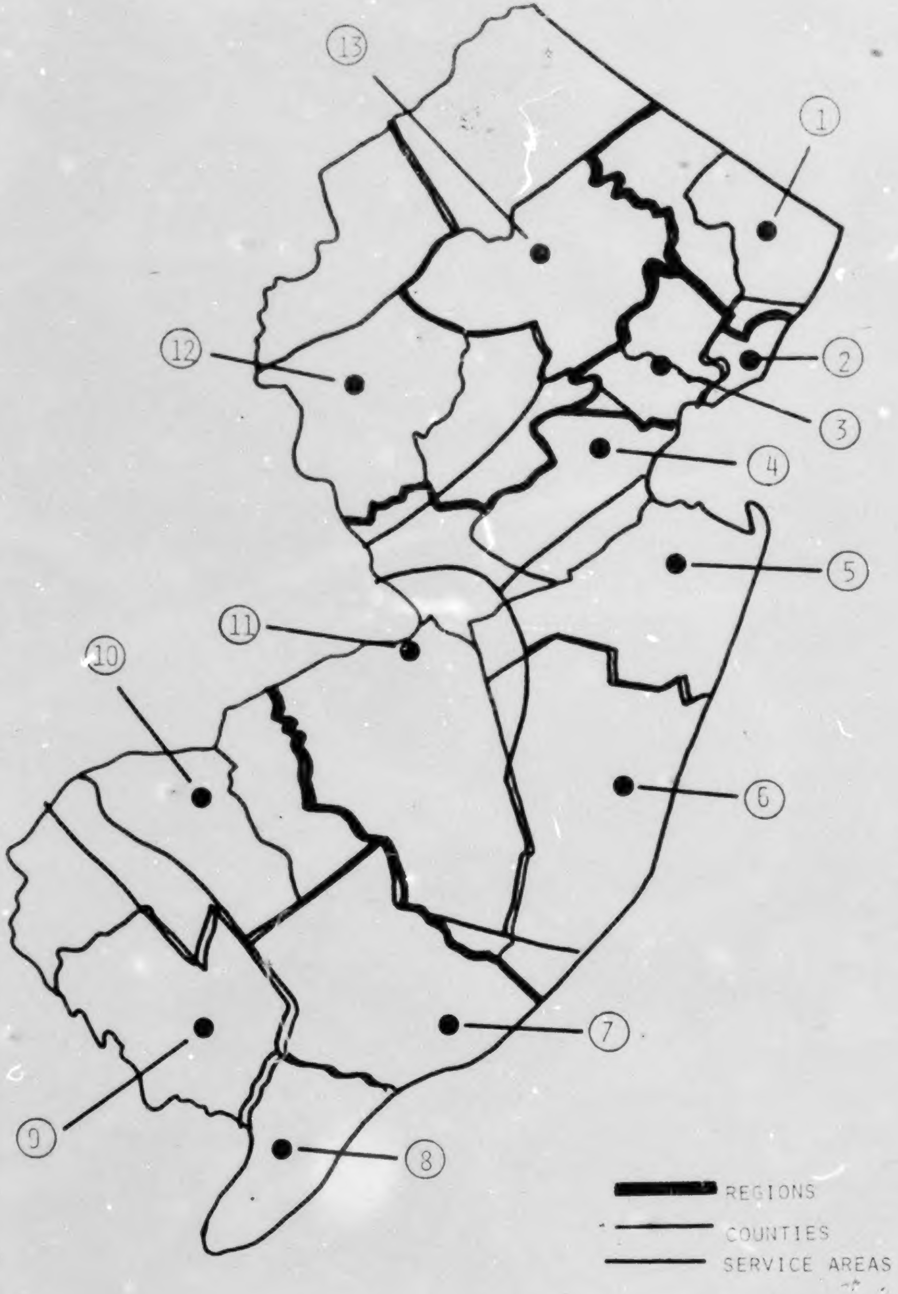
Social services will be available in each facility for the parents of the children attending to offer liaison service between the home, facility, and other social, educational and medical agencies.

Map Key

General Site Location

Site	Location	Number of Students Served
1	Bergen County	400
2	Hudson County	350
3	(If two facilities)	
	A. Essex County	300
	B. Union County	300
	(If one facility)	
	C. Pingray School - Union County	(600)
4	Middlesex County	400
5	Monmouth County	150
6	Ocean County	100
7	Atlantic County	100
8	Cape May County	100
9	Cumberland County	100
10	Gloucester County	300
11	Burlington County	300
12	Hunterdon County	200
13	Morris County	250

(For specific site information see site recommendations)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REGIONS
COUNTIES
SERVICE AREAS